

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	✓	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	✓	<input type="checkbox"/>
Section B: Outline of the school	✓	<input type="checkbox"/>
Section C: Education vision	✓	<input type="checkbox"/>
Section D: Education plan	✓	<input type="checkbox"/>
Section E: Evidence of demand and marketing	✓	<input type="checkbox"/>
Section F: Capacity and capability	✓	<input type="checkbox"/>
Section G: Initial costs and financial viability	✓	<input type="checkbox"/>
Section H: Premises	✓	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	✓	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	✓	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	✓	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012 HAND DELIVERED	✓	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012 HAND DELIVERED	✓	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: New Generation Centre, [REDACTED], Sidcup. [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED] / [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p><input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other</p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>AET – Advisory role regarding staffing structure, governance and financial plan. [REDACTED] – Advised in the early stages. [REDACTED] for Oasis Academy Mayfield – advisory role during preparation. [REDACTED], Business [REDACTED] Cuckoo Academy –</p>

advised on financial plan
 St Luke's Edmonton – advised on application collation
 Head Teachers from local Primary Schools have advised and shown support for the application
 [REDACTED] [REDACTED] is an ex Head Teacher who has overseen the conversion of a secondary school to academy status. He has been an advisor to the team preparing the bid and should the school be given permission has already identified one possible candidate for project managing the opening of the school within the ITNmark network.
 Providing the provision of finances for a project manager are released the support and services of ITNmark are available full time in the build up to opening the school
 [REDACTED] [REDACTED], [REDACTED] – Supportive and advisory role for the business side of things also providing staff members in working hours to aid with project managing the application completion.

All of these organisations are committed to continue their advisory roles and may be involved the school proving support to staff, share of resources and to further the aid of those completing the bid as explained in our Capacity and Capability Section.

Details of company limited by guarantee

11. Company name: New Generation SchoolsTrust Ltd

12. Company address: New Generation Centre, [REDACTED] [REDACTED], Sidcup. [REDACTED]

13. Company registration number: Company Number: 7963778

14. Does the company run any existing schools, including any Free Schools? Yes
 No

15. If Yes, please provide details:

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16. Please confirm the total number of company members: 3

17.	Please provide the name of each member below (add more rows if necessary):	
	4. Name:	██████████ ██████████
	5. Name:	██████████ ██████████
	6. Name:	██████████ ██████████
<p>Company directors</p> <p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>		
18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name:	██████████ ██████████
	2. Name:	██████████ ██████████
19.	Please provide the name of the proposed chair of the governing body, if known:	
<p>Related organisations</p>		
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>Lark in the Park (Community Projects) Company Number: 5906292 Charity Number:1115947</p> <p>Lark in the Park will support events in the school, they will help provide after school clubs and enrichment activities. Once the school gets big</p>	

	<p>enough to need its own breakfast club they will provide this also. Through their own community work they will also provide opportunities for the school to be involved in projects and fundraising events.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>New Generation church and Churches together in Sidcup covering Baptist, Methodist, Church of England and Catholic</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>N/A</p>	
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>N/A</p>	
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>N/A</p>	

Please tick to confirm that you have included all the items in the checklist.



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	Hope Community School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Church of England Christianity
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	

10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Bexley Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Hope Community School's Mission Statement

A school which is the heartbeat of the community; reaching out to local families to increase children's aspirations, encourage a spirit of adventure and maximise each child's talents and gifts. We will do this through underpinning the Christian values of generosity and hospitality to create community pioneers. Inspiring children to be people who not only value their community but have the desire, ability and tools to transform and enrich it through innovative and aspirational visions. Encouraging children to dream limitlessly, explore confidently, discover expectantly and take ownership of their futures.

We believe in education for all, allowing each child to enjoy and achieve their full potential at school. We want every child, no matter their ability, ethnicity or background to thrive throughout their education. We intend to create an encouraging and inclusive environment that extends beyond academics and into the community, using links with local businesses, offering practical and vocational opportunities as well as traditional pathways. We want to create an exciting and vibrant school that celebrates achievement and diversity. Education should be engaging and we want to inspire children to learn and develop beyond the walls of a School. Our vision is to link school and community, teaching the value of each other, in order to better prepare both for their futures...

.....

Hope Community School will be a mainstream Primary School for children aged 4-11

'Hope' for us is the joyful expectation of good and positive outcomes happening in the child's life, the opposite of despair.

'Community' is not just about the children of the school– it's about their families. It's not just the families it's about their neighbours. It's not just the neighbours it's their workplaces, not just the work place it's the surrounding areas and the people and places they have an effect on.

Our ideal 'Community' is where there are no walls or barriers between people, nothing that divides the community. It is a place where people respect and seek to help each other, where there is social harmony and desire amongst all to forward and positively benefit the people and places around them.

Around the clock tower of the proposed school building is carved "be the children of light" which is our hope for the pupils of HCS. We want the community to recognise the children as they walk to school by their behaviour. We want the local shop staff to recognise children from HCS for their manners, politeness and respect for all people. We want businesses to recognise children from HCS for their investigative and entrepreneurial thinking. We want the community to recognise our pupils by their willingness to help beyond themselves.

Proposed location for HCS:



Why we want to establish a Free School

- **There is an overriding need in the local area**
- **Continue our investment in the local Community**
- **Create an Outstanding School in the area**
- **Instill strong moral values for life**

There is an overriding need in the local area

In 2011 Bexley Primary Schools were oversubscribed. Foots Cray used to be served by two Primary Schools, North Cray and Sidcup Hill which were both closed and amalgamated into one school called Orchard Primary (North Cray) on 1st Sept 2003 by Bexley Education. For September 2011 Orchard Primary had 81 applicants for 30 Places, Birkbeck Primary School (Sidcup) had 349 applicants for 60 places and St Peters Chanel (Foots Cray) had 65 applicants for 30 places. It is a fact that in September 2011 Royal Park Primary (Sidcup) took a bulge reception class as a coping mechanism to cope with the shortfall of places at other local schools. The population in Bexley is proposed to increase by over 1700 people between 2011 and 2016 alone, (Bexley Demography 2012) We feel it is necessary for another school in the Foots Cray area to be provided, allowing parents a greater chance of getting their first choice of school.

There are three authorised traveller sites in Bexley borough, one of which is located 0.4 miles away from the school. Many members and directors of the school have worked directly with members of this community, through Lark in the Park, community events and education projects. We intend to specifically target and engage with this community to attract them to the school. We feel that this community has been excluded and misunderstood by other members of the community and also by statutory and private providers. They experience high levels of prejudice locally and this has a huge impact on their levels of education, health and employment. Education is a highly valued asset within this community but due to behavioural issues, prejudice and cultural issues and many children do not gain adequate schooling. We want to meet this need in our local community.

We want to continue our investment in the local Community

The New Generation Schools trust is made up of local people who have been investing both time and money into their community for many years (see Appendix 2). We have been working with a wide range of people and projects both locally and globally. Between the members we have overseen projects and won awards for work within the community. We are passionate about people and want to continue our investment to the local area to give back and hopefully provide a new excellent school which will bring life to Foots Cray.

We want to have an ‘Outstanding’ School in the area

The most recent Ofsted reports for the three nearest schools to our proposed site; Orchard Primary (Sept 2008), St Peters Channel (May 2012) and Cleeve Park (Nov 2009) were all ‘Satisfactory’. Our innovative curriculum plan and policy of ‘strength’ based rewards system will help us work towards achieving an ‘Outstanding’ grade in our Ofsted reports, and most importantly provide the children with an excellent primary education.

Instil strong moral values for life

Hope Community School and its activities both curricular and extracurricular will have a Christian ethos. Through this we want each child to feel sure of their own worth. We will do this by seeking to celebrate diversity of strengths, whether academic, creative or physical. The importance of different individual talents needed to make up a community will therefore be emphasised. We aim to encourage children to be proud of and take responsibility for their surroundings, which will have a positive effect on the community as a whole. We want them to leave with not only high aspirations for their own lives but the skills and confidence to make a difference and give back to their community and its people.

Distinct Features

- **In partnership with local business**
- **Curriculum that impacts the community**
- **Classroom in the community**

Partnership with local business

We have strong and established links with local enterprise through our previous community and volunteer work, predominantly Stephen James BMW, Ruxley Manor Garden Centre and David Lloyd Leisure Centre Sidcup. These businesses are keen to get involved and play a practical and supportive role in the education of the children at Hope Community School (please see support letters in Appendix 1). This will help with experiential learning and broaden the teaching space making learning exciting and relevant. For example Stephen James have offered the use of their training room one day a week for lessons to be taught on site at the BMW dealership with the support of staff members and David Lloyd Sidcup have offered a Tennis Coach to help once a week teaching Mini Tennis and the use of their pool for swimming lessons. Coca Cola Enterprises Sidcup have recently built an Educational centre situated 0.10 miles from our proposed building. Contact has been made with the Head of the Education Centre and we hope to partner with this company also.

We feel each of these companies offer an interesting, exciting and broad insight to business and the working world. Our criterion for choosing these companies is first and foremost that they are employers in the community who we can encourage to take a responsibility for the future of the children in the local area. As a community that is currently segregated we feel that businesses playing an active part in the education and futures of children will be invaluable to their lives and an important part of their learning.

We want to introduce children to the working world and give them an awareness of

the basic skills required. We hope to bring about a familiarity with surrounding industry to create a respect for the shops and services available. We hope to build relationships between the children and local workers who will be involved in the learning from our partnering businesses; this will provide good role models beyond their parents and teachers raising their aspirations and help them begin to think about their possible career ahead.

Curriculum that impacts the community

Our whole school thematic learning will aim to positively impact upon the local community. As well as key learning outcomes each theme will have a community outcome, for example 'Mystery of the Meadows' will result in litter picking in the community, and helping the rangers to look after the open green spaces. Through our thematic learning we want the community and environment to feature frequently in all topics to encourage social and urban care and responsibility. We will also encourage an understanding and acceptance of other cultures, traditions and values to bring about greater social harmony and a culture that helping others and giving back is the 'norm'.

Classroom in the community

Where possible we want to take learning out of the classroom. We feel experiential learning is key for children to connect what they are learning to its relevance. The partnerships we have with local businesses will allow us to take learning out of school and into the community, for example lessons held at the local Stephen James BMW Dealership (please see page...of Appendix 1) tailored by the teacher to connect topic to life situations. This will show the reason for learning, stimulate natural curiosity, and also create a familiarity with the local working environment.

We also feel an importance to use local natural surroundings such as the Foots Cray Meadows, school gardens and allotments to encourage appreciation of nature, again linking to the curriculum in a variety of different ways, whether learning the water cycle in geography or germination in biology. 'Hands on' learning through engagement with nature will give pupils a wider learning experience where relevance to real life is highlighted.

Ethos

The Ethos of our school is based around the following things:

- **Adventure**
- **Openness**
- **Creativity**
- **Excellence**
- **Values**

The curriculum reflects our ethos of by taking learning out of the school wherever possible, having exciting themes that link to the community and positively impact upon it, being open to the pupil's families and instilling good manners and strong

moral values for life. We plan to tailor the teaching to include all learning style including visual, aural and kinaesthetic.

Adventure

We want to encourage a spirit of adventure to run through our school. We hope that our curriculum will inspire the children to also be adventurous and innovative in their learning. We hope our engaging topics and themes will foster curiosity in students. We plan to enable children to be confident to make the right decisions for themselves through discussion regarding ways of recognising better choices presented. Our daily debate and discuss sessions will focus on the thought for the day giving space for children to voice their views and grow in confidence in their own opinions and thoughts. This will also help them understand the importance of listening to others, learning from and taking into consideration other people's ideas to expand their own minds.

Openness

HCS will be open to families and have a positive impact on them as well as the children who attend. Families will be encouraged to attend the regular enrichment sessions we run outside of the school day with their children to learn together with their child. We hope this will bring families together, advance the learning of the parents and teach them how to support the learning of their child.

We want to teach the traditions of manners, respect and hospitality. Going hand in hand with our aspiration to impact and serve the community we want the children to learn in practical ways the importance of being hospitable, putting others before themselves and thinking of how they can be hospitable in their own lives.

The thread of Christian values and purpose for all people will run throughout the curriculum. We want to teach pupils that they have great worth and a place in the world. This will encourage hope and aspirations to make the best of themselves and look for the best in others who are valued equally regardless of their faith or religion. Creationism intelligent design and similar ideas will not be taught as valid scientific theories, we will ensure children of all faiths feel included and valued by being broad in our teaching of other faiths and religions.

Celebrating the different cultures in our surrounding area and learning about them is an important part of our Ethos. We hope this will alleviate fear of the unknown and build bridges between the children and the cultures they are unsure of. We want to teach about the history of the traveller community so the children from there and or living close to the traveller estates can understand each other and build bridges between them.

Creativity

We want our school to be a vibrant, colourful and intriguing in its aesthetics. The designs of each classroom will be welcoming, inspiring and animated. Our library will be inviting and vibrant space for children to relax and enjoy reading. Where possible spaces and classrooms will be tailored for various subjects so children will use different rooms for different lessons to give a variety and contrast to their learning space. As our themes change so will the interior of the school, we want children to feel like they are living the theme and are a real part of it.

Excellence

We plan that all who work with, in and for our school will strive for excellence. We will appoint teachers who are passionate about their work and value the aspirations of each child. In turn we will encourage the children to be passionate about their learning and be proud of their successes.

Values

Respect for each individual, both adult and child alike will be paramount. Children will be taught to relate to each other and staff with respect and good manners. Social skills training will be an integral part of the curriculum. This will be mirrored by the evident respect all staff and adults in school show to each other and to the children.

The leadership team will be determined to develop and motivate their staff and students to their full potentials. They will treat everyone involved in the school with integrity taking responsibility for ensuring the rights and needs of all are respected. It will be imperative that the Head Teacher is a strong, empowering leader, approachable by everyone involved in the school. The Head will lead by example and be a positive presence around the school, knowing each child as an individual. The Head will also be an advocate of all the community work the school is involved in, they will be passionate about making a difference and being involved in community projects both locally and globally. The governors will be encouraged to take an active and inspirational role in the working life of our school. They will support the Head and staff as a critical friend; this will ensure our ethos will be maintained throughout.

Aspirations

- **Independent motivated learners.**
- **Outstanding Ofsted reports.**
- **85% Key stage 2 L4 Mathematics and English**
- **Community Pioneers**
- **Increased success in Secondary Education**
- **Fantastic reputation of pupils in the area**

Independent motivated learners

We will have a structured model for identifying each child's talents, followed by a programme of opportunities to use to help students develop and share their strengths through curriculum activities, whole school events and extended opportunities. The Myers Brigg's we want every child to feel confident in their own strong points and appreciate what they are good at. We want them to have confidence in their gifts and talents which will ultimately will allow them to take on and challenge things that need more work. We will encourage every child to be confident and develop their individual gifts and talents, focusing on what they are good at and working on plans to improve where necessary. We will also use the globally respected Myers Briggs Personality Toolkit to ascertain strengths for every child, and ensure everyone's personality strengths are valued whilst developing other

areas

Outstanding Ofsted reports.

Our aim for the School is for it to achieve Outstanding in Ofsted reports. We hope to continue to achieve Outstanding for the future of the school. By having this aspiration we will have a focused target set throughout the early development of the school to help us achieve it.

85% Key stage 2 L4 Mathematics and English

We will strive for at least 85% of students to achieve Level 4 at Key Stage 2 in English and Maths, striving for the gift and talented to reach level 5. We will do this by assessing children at the Early Years foundation stage and at the end of KS1 to ensure the children are on the right track and to give appropriate support to help those who need extra help in certain areas. Achieving an excellent education is fundamental for the pupils of Hope Community School.

Community Pioneers

We want the children to leave the school with a passion for helping others and strong values, knowing the importance of helping their community. We hope that this along with their knowledge and understanding of businesses through our partnerships will give them broad and entrepreneurial minds for them to think for themselves about how they can impact both their community and the world around them. With volunteers from our community outreach links we hope to bring to community into the school as well as reach out beyond the school.

Increased success in Secondary Education

In Bexley the 'general educational achievement is lower than in London as is the number of graduates and residents with higher education qualifications.'

(democracy.bexley.gov.uk/Agenda/AgendaEnclosure2012)

Our hope is that with our individual education plans we can stretch and challenge higher education able students. We hope to provide a secure foundation for academic progress and strive to achieve greater success in the secondary phases of each child's education. Working with organisations such as Prospects and links with local secondary schools we are aiming to track the records of our students using Unique Pupil Numbers to gain information on their destinations at ages 16 and 18. We will ask students to stay in touch with the school to let us know of their future successes so we can build up a record for the school.

Fantastic reputation of pupils in the area

By holding closely to the ethos at Hope Community School we hope the children will be well received and positively recognised in the community as being pupils of our school. We hope to receive thank you letters, not complaints, about our students for their manners, respect and willing to help in their community and during their interactions with our partnering businesses.

Religious Character

New Generation Church is part of Pioneer network of churches which is part of the evangelical alliance, the largest umbrella organisation for Churches in the UK. As mentioned earlier, part of the vision for the school is our continuation of our

investment in the local community with outreach projects and the Lark in the Park festivals. This is a well-known Christian event which is well received and popular amongst the community. The reputation for Lark in the Park is positive because the Christian elements are conducted in a fun, interactive and relevant way. We hope to portray this in the beliefs of the school also. The curriculum will reflect this in our behavioural policy and in the teaching of values and respect for life and for each other.

- **Links with Churches together in Sidcup**
- **Collective Worship**
- **Learning themes to be linked with Christian Festivals**
- **Chaplaincy**
- **Inclusive RE teaching**

Links with Churches together in Sidcup

Our link with the local Churches and Churches together in Sidcup group will build relationships and provide role models from the volunteer helpers involved in our enrichment activities. The wide variety of community work the churches are involved in will demonstrate the culture of helping others.

Learning themes linked to Christian festivals

We feel it is important that all children have a knowledge and understanding of why we have various festivals throughout the year and the meaning behind them. This will give them a broad knowledge and help them with their own explorations of faith later in life.

Chaplaincy

Hope Community School will have Christianity present in all areas of school life. We feel this will enhance the moral, social, intellectual and spiritual life of the school. Pastoral care and emotional support will be available for all students. Prayer or thought spaces will be created around the school where children will be encouraged to go if they have problems or want to pray and think for others around them. We will have volunteers through our links with local churches available in the week, to be a supportive listening ear for children. The volunteers will oversee the prayer spaces and be on hand for children who need extra emotional support.

Inclusive RE Teaching

Other faiths and religions will be taught as well as having a strong Christian focus in our Religious Education subjects. We want children to have a broad understanding, sympathy and knowledge of a variety of faiths and their traditions. We hope this will create a respect and sympathy towards all people regardless of their faith and our children will have the tools they need to decide their own faith path in life. Creationism intelligent design and similar ideas will not be taught as valid scientific theories.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception	N/A	25	25	25	25	25	25	25
Year 1	N/A	0	25	25	25	25	25	25
Year 2	N/A	0	0	25	25	25	25	25
Year 3	N/A	0	0	0	25	25	25	25
Year 4	N/A	0	0	0	0	25	25	25
Year 5	N/A	0	0	0	0	0	25	25
Year 6	N/A	0	0	0	0	0	0	25
Year 7	N/A	0	0	0	0	0	0	0
Year 8	N/A	0	0	0	0	0	0	0
Year 9	N/A	0	0	0	0	0	0	0
Year 10	N/A	0	0	0	0	0	0	0
Year 11	N/A	0	0	0	0	0	0	0
Year 12	N/A	0	0	0	0	0	0	0
Year 13	N/A	0	0	0	0	0	0	0
Totals		25	50	75	100	125	150	175

Section D: Education plan – part 2

D1. Curriculum Plan focused on the Core Areas of Learning.

This section covers the following areas:

1. Overview
2. Meeting the different needs and ensuring pupil outcomes
3. International Primary Model Rationale
4. Curriculum Model, with the 3 Elements of Learning
5. Time Audit
6. Example KS1/2 timetable.
7. Structure of Thematic Approach
8. Proposed Themes for first year of Learning
9. Staff development
10. English and Mathematics
11. Early Years Foundation Stage
12. KS1/2 Foundation Subjects

1. Overview

Hope Community School is set in the heart of [REDACTED], close to a large local authority estate. [REDACTED], from where many of the Hope children will come, is recognised as being one of the top 20 most deprived areas nationally, according to Government statistics linked to the multiple deprivation indices. As a school we recognise the barriers that are associated with this. Therefore, we have determined the length of day, and written a curriculum with two purposes in mind:

- To specifically meet the different needs and interests of the children
- To ensure specific pupil outcomes are improved.

2. Meeting the different needs and ensuring pupil outcomes are improved.

Potential Issues	Measures	Impact on outcomes
<p>LOW BASELINE Children from families in the highest level of deprivation are likely to enter school with low baselines.</p>	<p>More time is needed to close the gap, to ensure that children with minimum support from home, are given opportunities to catch up and then excel.</p> <p>Increased length of school day; an additional 30 minutes daily (starting at 8:30 instead of 9am). Shorter lunch break by 20 mins daily.</p>	<ul style="list-style-type: none"> • An additional 4hrs10mins a week of curricular time which the average state school doesn't have. (This is almost equivalent to an additional day) • Opportunity for Hope School to commit 50% of all learning time to the core subjects of English and mathematics • Additional learning opportunities outside the English and mathematics hour for the teaching of reading, spelling, grammar, handwriting and mental mathematic strategies.

<p>POOR ATTENDANCE The attendance of children from families in the highest level of deprivation can often be significantly lower.</p>	<p>The curriculum needs to be so exciting, creative, and enriched, to ensure that the Hope children love school, are motivated to learn, and shun absence, even if their families do not, because they know they will miss something exciting!</p>	<ul style="list-style-type: none"> • Children will want to come to school • Attendance will be above 95% • Standards will increase in all areas • Parents will see the value of high attendance • Culture towards education will change
<p>LACK OF MOTIVATION FOR LEARNING Children may be disaffected regarding learning, struggle with traditional aural learning techniques and in turn struggle to achieve.</p>	<p>Make learning hands-on, exciting, interesting. The curriculum is directly relevant to the children's community, and therefore instantly engaging. The link with business partnerships is different and exciting. The incorporation of different learning styles engages all. Create dedicated time every day to discuss SMSC issues immediately after collective worship.</p>	<ul style="list-style-type: none"> • Children are engaged and 'switched on' to learning • Change in focus, and motivation as children become givers in their community as opposed to 'takers'. • Children will become leaders for change and want to make a difference. • Children can discuss issues and opinions in SMSC time, giving opportunity to redress stereotypes and poor attitudes to learning and success.
<p>LACK OF ASPIRATION Aspirations of children from families in the highest level of deprivation can be significantly lower.</p>	<p>Our curriculum is linked specifically to the community, promoting the value of community, generosity and aspiring to change it.</p>	<ul style="list-style-type: none"> • Unique commitment to 3 hours a week on cross-curriculum hands-on learning within the community • Building aspiration and opening possibilities for life, by seeing the good role models within the community. • Wanting to make a difference within their own community.
<p>LIMITED ACCESS TO OPPORTUNITIES Opportunities, e.g. dance</p>	<p>The daily extended day, from 3:30-5:30 gives on-site opportunities for additional small group</p>	<ul style="list-style-type: none"> • Number of children engaged in after-school clubs will significantly increase. • High percentage of children will

<p>classes, music lessons, for children from families in the highest level of deprivation are severely limited.</p>	<p>learning through classes and clubs e.g. dance classes sports clubs, brownies and scouts run from the school, music, leadership, fun clubs, and homework.</p>	<p>access opportunities daily that they would not usually have access to.</p> <ul style="list-style-type: none"> • Parents will be able to work, knowing the children are safe and able to participate in opportunities • Children’s talents and strengths can be encouraged and developed through specific clubs for gifted and talented.
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3. International Primary Model Rationale

In order to ensure the needs are met, our aim is to create a constant focus on the traditional core learning elements through a full day of exciting and creative learning opportunities. This will include and encompass all National Curriculum subjects, but extend the learning further, and provide real creative options, through a whole-school theme-based approach linked specifically to the school vision. Therefore, we have created our very own curriculum but based it upon the well-known successful structure of **the International Primary Curriculum model**.

The Hope School Curriculum is:

- unique to the school;
- written by the school trust, and subsequently by the senior leadership team and school staff, in line with our vision;
- structured around the International Primary Curriculum;
- committed to raising the standard of the core elements of learning (English and mathematics);
- related specifically to the school vision; focused on learning, with additional community outcomes and committed to creating children who ‘change their culture’
- Committed to ensuring excellent academic outcomes for end of keystages in English and mathematics.

This model of relating all we learn to impact our community and ultimately our global village, embodies and embraces ‘Big Society’, which, we believe will both motivate and further inspire learning. Our curriculum will embrace a wide range of learning opportunities, with strong cross-curricular and community links, through effective local business partnerships. The use of whole-school themes will embed learning across family groups, and include specific ‘deep-learning’ including:

- Learning Days within the community;
- Challenge Days for the community;
- Inspirational Days visiting the wider communities (particularly London);
- Visitor Days engaging local inspirational role models.

This integrated approach will run in parallel with regular specialist teaching in discrete subjects including music, Mandarin, ICT, and PE to ensure excellence in the

foundation subjects

All learning will reflect the importance placed on developing the whole child and we will create an ethos of engaging children in their own learning in such a way that they are excited and inspired, setting high standards for themselves. However, knowing the potential backgrounds of the Hope children, we will also invest in teaching assistants, learning mentors, and a local volunteers (e.g. local business links release workers one afternoon per week to work with the children) to enable us to provide opportunities for small group, personalised intervention and enrichment resulting in bridging the gap for some children and ensuring rapid progress.

Whilst mornings will be committed to core learning of ensuring excellence in mathematics and English, the afternoon curriculum followed through into the extended day, until 5:30pm, will be committed to enrichment activities which embed the vision.

4. Curriculum model

Our curriculum will contain three aspects of learning;

1. The Traditional Core elements of English (in its broadest sense) and mathematics (taking almost 50% of all learning)
2. The depth and breadth of learning (50% of learning)
3. Community Enrichment (within extended day).

[REDACTED], in which Hope School lies, is recognised as being in the top 20 most deprived areas nationally, according to Gov statistics linked to the multiple deprivation indices. As a school we recognise the barriers that may accompany this. Therefore, by extending the length of the school day by just 30 minutes, we gain an additional 2 ½ hrs a week of curricular time which the average state school doesn't have. This enables us to ensure that almost 50% of all learning time is on the core subjects of English and mathematics, whilst still enabling us to spend 3 hours a week on cross-curriculum learning within the community, to embed the vision for our learning.

We will also use the extended day from 3:30-5:00pm for homework and enrichment activities, run by additional staff. These will include specific opportunities to develop the skills of leadership, thinking, business and enterprise, but also, where necessary, it enables us to close the gap in learning by providing, small group tuition for core elements.

We also aim to open these sessions for parents as well as children to encourage their engagement and development, alongside that of their children.

The 3 Elements of Learning

Traditional Core	Depth and breadth of learning	Community enrichment
English	Science	Group tasks and Leadership
Maths	Citizenship/PSHE	Entrepreneurialism
Additional guided reading 4x week	History and Geography	Thinking skills and reasoning
Additional handwriting and	PE	Community ventures, trips and visits

spelling 4x week.		
Additional mental strategy mathematics 5x week	Mandarin	Homework
	RE	Parent and child joint sessions

5. Time Audit

The school day will run from 8.30-3.30 minus a 40 minute lunch and one 15 minute break. This gives us an additional 4 hours and 10 minutes of curriculum learning, which is almost the equivalent to an additional day compared to regular state schools (state school day is 4 hours 45mins).

Subject	Total per week	Mins/week	%
English Total - 1hr 50mins x 5 <ul style="list-style-type: none"> English with focus on Writing 60mins x 5 Teaching of reading through guided groups- 30mins x4 Handwriting/Spelling - 20mins x4 	8hrs 20mins <ul style="list-style-type: none"> 2hr mins 1hr 20mins 	500mins	27%
Mathematics - 1hr 15mins x5 <ul style="list-style-type: none"> General mathematics 60mins x 5 Mental maths - 20mins x 5 	6 hrs 15mins <ul style="list-style-type: none"> 1hr 40mins 	400mins	22%
Community learning including Citizenship and PSHE (with cross-curricular learning).	3hrs 40mins	220mins	12%
RE and collective worship	2hrs 40mins	160mins	9%
Foundation Subject Learning: Science History/Geography Art/DT	2hrs 2hrs 2hrs	120mins each	6.5% each
PE	2hrs	120mins	6.5%
Mandarin	45mins	45mins	2%
Music	45mins	45mins	2%

All learning will spring from the whole-school, vision-led curriculum themes, lasting between 3 and 5 weeks. The balance between foundation subjects will be based around the whole school theme, ensuring that each area has the specific focus within the theme. Learning themes will deliberately set out to link the learning experience to real life and the local community; its strengths, weaknesses, opportunities and threats. Much of the Community Learning will embed other cross-curricular subjects.

There are 6 hours a week for foundation-subject learning. The medium term planning for each theme will identify specific subject skills and knowledge to be taught, within

the context of the theme, ensuring the allocated amount of time is covered over a 3-week period. This ensures that if more time is needed on science for one particular theme, to the detriment of history and geography, then the time will be allocated back to history and geography in another theme. This time plan will be created to cover the whole year of themes to ensure accurate coverage of all subject areas.

6. Example KS1/2 Timetable

A week of learning in KS1/2 will be as follows. The Timetable may be different for each class, and there will be differences in the time spent. For example in the daily 20 minute handwriting, spelling and grammar slots, more time will be spent in KS1 on handwriting, whereas, lower KS2 may spend more time on spelling and upper KS2 may join 2 sessions together and focus purely on complex grammar structures, more intensely but less frequently. Also in KS1 teachers may choose to have 4x 30 min sessions of PE, rather than 2x 60 mins in KS2. This will be determined by the teacher according to class needs.

	MON	TUES	WED	THURS	FRI
8:30-8:55	Registration and collective worship				
8:55-9:10	SMSC, Citizenship, speaking and listening, discussion, debate, sharing opinions, arguing strategically, changing culture.				
9:10-10:10	English	English	English	English	Community Learning/ Engagement Cross curricular learning
10:10-10:30	Spell, HW, Grammar	Spell, HW, Grammar	Spell, HW, Grammar	Spell, HW, Grammar	
10:30-10:45	Break				
10:45-11:45	Maths	Maths	Maths	Maths	
11:30-12:00	Guided Reading	Guided Reading	Guided Reading	Guided Reading	
12:00-12:20	Mental Maths	Mental Maths	Mental Maths	Mental Maths	
12:20-1:00	Lunch				
1:00-2:00	RE	Foundation Subject Learning	1:00-1:45 Mandarin	PE	Maths
2:00-3:00	Foundation Subject Learning		1:45-2:30 Music		Foundation Subject Learning
3:00-3:30			2:30-3:30 PE	Foundation Subject Learning	

7. Structure of the Thematic Approach

Each theme has three key subject-focused, progressive outcomes, one of which is always writing, alongside a community-impact outcome. Every theme is organised and planned within the following structure:

Exciting Starter Event and shared outcomes (1 lesson or assembly)				
Knowledge harvest and assessment for learning opportunities (1-2 lessons)				
Engaging learning opportunities	Learning Days	Inspirational Days	Visitor Days	Challenge Days
(Main part of learning - 3-5 weeks)				
Exit Celebration: Specific Community Outcome (1 morning-1 day)				
Portfolio of work per theme, show-casing learning and clear progression on school website.				

For each theme, staff will plan together the specific progressive outcomes for different subjects per year group. This will ensure coverage and progression. There will always be a writing outcome for all themes to ensure the traditional core is still the focus of all thematic learning. An example of this is as follows: (Mathematics is not taught as part of the theme, but can be included in the theme as additional learning where relevant). Each theme will be planned in depth at planning meetings led by the school Head Teacher. Teachers will then create weekly and daily plans.

Autumn 2: Christmas around the World (4 weeks)			
Writing and RE (and music)	Geography	Art and DT	Community outcomes
All children will create a Christmas book, containing pre-determined differentiated writing outcomes for the nativity story. E.g. Y6 Newspaper reports tracking the Nativity story, Y5 Diary entries from different perspectives. Musical Nativity performances at the end of term for each Key stage.	All classes will focus on a country and the Christmas traditions within that country. E.g Y6 Customs and traditions of Sweden and the story of St Lucia. Y5. Story of Martin Luther in Germany, and the introduction of the Christmas Tree.	All classes will create hats and mats for Christmas lunch. Art work linked to learning E.g. Y6 Hats and mats resembling the candle rings of St Lucia. Y5. Christmas tree hats and mats.	Y5/6: Organise Christmas Market for all other age groups. Work with PFTA to organise stalls for local businesses to sell on. Y3/4: Provide afternoon tea for parents, children and members of community. Make cakes; invite local Help the Aged and serve tea and cakes. KS1: Make cards, (designs reprinted) salt dough decorations, and other easily reproduced crafts and gifts for market.

A two-year curriculum planning cycle will be used to avoid unproductive repetition in pupils' learning and as a way to engage the core areas of reading, writing and mathematics in a current and exciting format. Mathematics will be taught independent to the theme, but additional mathematics taught within the theme where appropriate. English will always be an outcome.

8. Proposed Themes in first of a two-year cycle, including timescales and key subject outcomes.

Term	Theme	Key Subject Focus areas	Community outcome
Autumn 1 35 days	Me and My community	Speaking and Listening PSHE ICT	Meeting our local community partners.
	Tesco: Tip of the iceberg	English Geography, Science	Distribution of Harvest gifts
Autumn 2 35 days	Dragon's Den	Enterprise & mathematics Science & DT, Drama,	School-made products (e.g cakes/Christmas cards) sold in local shops
	Christmas around the World	English RE, Music, Art	Community Christmas market. Shoe Box Appeal Community Christmas Afternoon Tea and cakes
Spring 1 30 days	The Dump: Treasure or Trash	Citizenship and Global links, Geography & Environment ICT, DT, Art	School and Community recycling system Swapshop/Bootsale). Fundraising for international recycling charities.
	Art Attack (Links with B&Q, Homebase)	Art, DT Citizenship	Creating Community banners/murals for lamp posts
Spring 2 30 days	Mystery of the Meadows	Science, (Nature walks). Geography History	Litter Picking, clearing the river, working with the Rangers
	Easter Extravaganza	RE, Art, Drama	Easter Play for the community in the community. Saturday community egg hunt
Summer 1	Amazing Adventures in/of	History, Geography,	Time Capsule for the community.

35 days	FS: a Land Before Time Y1 Animals around the world. Y2 The Amazon Rainforest Y3 Ancient Egypt Y4 Tudor Britain Y5 Ancient Greeks Y6 in Britain since 1930s		Links with elderly care homes.
Summer 2 30 days	MINI Motoring Through Time E.g. History of transport and culture, through to space exploration.	Art Geography, DT,	Exhibition of children's designs displayed in MINI showroom with winning design printed for top of MINI in actual showroom.
	David Lloyd Olympics	PE, Citizenship, PSHE, Science,	Community/family Olympics at David Lloyd

9. Staff Development

One of the particular challenges in establishing a small school by building one-year group at a time is to ensure that the school is able to provide an excellent educational experience to all its children from the time the school opens. Therefore with our links and offers of support from Birkbeck, Royal Park, and St Peter Chanel primary schools we will be able to share the expertise of successful local teachers and Head Teachers and be well placed to meet challenges that might arise. All teachers within the school will be subject leaders and have the opportunity to work with the local schools, which will secure support from colleagues, and the sharing of good practice and subject knowledge. At least 50% of ongoing continued professional development will be focussed on the continual improvement of mathematics and English subject knowledge, and its application to raise standards and accelerate progress.

New Generation Church already plays a central role in its community. Consequently there is already a well-developed and well-trained network of support and volunteers that the school can draw upon. Volunteer help will be used extensively to enhance the attention given to individuals and to extend the curriculum experience, particularly in the extended day.

10. English and Mathematics as the foundation of learning.

English, mathematics and ICT will form the core of all learning, within a creative framework.

Reading	
Reading and spelling will be taught through the following:	
KS1	KS2
<ul style="list-style-type: none"> • the systematic use of a synthetic phonics programme; • phonic games; • Daily flash-card programme; • In the very early years, a systematic progression and a home reading scheme; • The home/school agreement expecting parents to read at home on a daily basis; • Daily, specifically planned learning through small guided groups to address individual reading targets and accelerate the progress; <p style="margin-left: 20px;">Individual reading targets;</p> <ul style="list-style-type: none"> • Daily partnership reading and 1:1 reading with an adult; • Parents participating in the school parent-volunteer reading programme. • 	<ul style="list-style-type: none"> • Use of high quality guided texts, linked to the whole-school themes; • Focus on comprehension, punctuation, interpretation and inference; • Daily partnership reading and 1:1 reading with an adult (for SEN children); • Weekly comprehension assessments as on-going practice. • Use of thesaurus in regular grammar sessions to develop vocabulary
<p>Common to FS/KS1 and KS2</p> <ul style="list-style-type: none"> • High quality story books with traditional and modern, classic literature by well-respected authors, as the core content of each classroom library; • Language-saturated learning environment, to scaffold independent learning and transfer skills to other subject areas; • Half termly leveled reading assessments, and regular tracking shared with children and parents; • 	
Spelling	

- Spelling will be taught specifically through the following:
- Weekly links to homework
 - Weekly and half termly assessment
 - Weekly spelling tests

FS/KS1

Use of specific phonics programme
Every Child a Reader
Y2, start Alpha to Omega.

KS2

- Spellings in context.
- A structured programme, Alpha to Omega, to 'teach' spelling (robust, researched and acclaimed for its success particularly with SEN and dyslexic children)
- The focus on understanding of the rules of the English spelling system.

Writing and Punctuation

For FS/KS1 and KS2

Writing will always be an ongoing key focus throughout school, ensuring all children are confident writers, able to communicate on all levels and transfer these skills to every area of the curriculum. From the earliest age, children will be taught systematically to become fluent and interesting writers, through the specific teaching of writer skills including the following:

- The rules of the English grammar system,
- Knowing and using specific structures, characteristics and features of individual texts;
- The use of scaffolding to support excellent written work in all genres;
- Extended writing opportunities to develop stamina and freedom;

There will be a particular focus to engage boys' as successful writers, through subject context, and specific author links.

Individual targets will play a significant part of all writing opportunities and from the earliest age, children will be aware of their targets and next steps, working with an adult to develop self-assessment techniques, able to articulate why targets have been met and gaps to be filled to accelerate progress and reach the next level. All writing lessons will include guided-writing sessions, with an adult, specifically planned for, and aimed specifically at individual targets.

Writing will be assessed, moderated and levelled each half term, which will be conveyed to parents with steps for child, home and school to carry out to accelerate learning and stretch all children.

FS/KS1	KS2
<p>Opportunities to write in all 6 areas of FS e.g. lists in construction area to motivate boys writing from the earliest of ages.</p> <p>Structured adult-focused sessions specifically on 'sounding out' words Reading/Writing lesson daily.</p> <p>Every child a writer</p> <p>Word books for spellings to support independent writing</p> <p>Development of sentence structure and grammar from the beginning</p> <p>Lots of modelling, use of working wall to show prior learning to use as scaffolding.</p> <p>Use of puppets, word games to support independent writing.</p> <p>Developmental writing, based on sounding out.</p>	<ul style="list-style-type: none"> • Systematic approach to developing and extending the use of powerful vocabulary to grab and maintain the reader's attention; • The structure of the English language • The use of specific sentence types and structures. • The use of connectives to produce • Clear formulas for adopting author styles • Writing linked to whole school themes to underpin purpose • vibrant complex sentences. • Daily writing lesson • Friday extended, independent writing for 1 hour.

Handwriting and Touch-typing

Children will be expected to learn cursive handwriting, in order to write legibly and fluently, at speed, using e.g. Jarman style. This will be taught discretely:

In addition a well-established, effective programme such as Touch-Type Read and Spell, will be used to teach touch-typing and whilst also ensuring progression and systematic assessment.

The use of ICT and new technologies including iPads will underpin all curriculum learning. The use of 'Apps' will be a key, and growing aspect of all learning.

FS/KS1	KS2
<p>Handwriting</p> <ul style="list-style-type: none"> • FS – daily 10 minutes. • KS1 – 4x week for 20 minutes for Autumn term, then more spelling. • Development of fine motor skills • Writing in sand, writing in the air • Creating large playdough letters • Tracing over letters 	<p>Handwriting</p> <ul style="list-style-type: none"> • KS2 – 4x week for 15 minutes for first 4 weeks, then change focus to grammar, and do HW when required. • Touch-typing • KS2 – daily 15 minutes for first 4 weeks of year, then 1-2x week.

- Writing underneath letters
 - Copying close from a sheet
 - Copying from the board
- Touch-typing
- FS – daily 15 minutes.
 - KS1 – 4x week for 20 minutes for Autumn term, then 2-3x week.

Speaking and Listening

Children will have the opportunity to communicate through English, and project work in other subjects such as music, art and drama. There will also be a focus on speaking and listening so that children are able to stand up for what they believe in and make a difference in their community through the following:

- Opportunities to become good orators
- On-going commitment and drive to present their own work, thoughts and opinions through debate, discussion, class assemblies, and leadership focus.
- Engagement with the community,
- Challenge Days,
- Inspirational Days.
- The presentation of arguments, debates and discussions on issues of importance, locally and internationally,
- School council meetings to decide courses of action
- FS;KS1 – Every child a Talker
- Whole school poetry competitions
- Weekly class assemblies
- KS2 – discussion and debating classes

Children will be encouraged to have opinions on their community and world events, and present them with articulation, clarity and lucidity. School events will promote children taking responsibility for scripting, and emceeing. Volume, clarity, annunciation, and engagement of listener will be key factors in self-assessment.

Mathematics

Structure

- Mathematics will be taught independent of the theme, following a structured programme to teach mathematical processes, concepts and skills based on the Primary Strategy.
- Additional mathematics will be taught through whole opportunities within the theme.
- There will also be a separate dedicated focus on mental arithmetic and logic 4 days a week, to ensure children are not only confident and enjoy mathematics, but are able to see the necessity of mathematics in the life of the community, and be able to transfer their skills in 'real life' situations.
- There will also be an emphasis on problem solving to help apply learning.

Daily mathematics

- Children will have a daily mathematics session in addition to daily mental arithmetic.
- There will be daily, adult-led small guided groups which focus on precisely meeting individual needs and targets, enabling children who show aptitude can forge ahead whilst those needing more scaffolding and reinforcement will also have their needs met.

Interactive Learning

- Lessons will be hands-on, practical and active where possible, with a focus on learning concepts and skills, so that children can relate what they are doing to their own experience.
- Each lesson will come from a good quality contextual base, and differentiated by task and outcome, to ensure all needs are met.
- Children will be presented with real problems and issues so that they are engaged by learning and it becomes fun and accessible and thus promotes the highest possible standards.
- There will be a particular focus on more challenging content and ensuring girls' achievement, through reasoning, and enriching activities linked to community learning projects.

Targets and Assessment

- Every child will have his/her own personal mathematic target linked to national curriculum levels.
- These will be shared with parents, and focused on in daily lessons to enable children to self-assess based on meeting the individual lesson objective, and success criteria, within the different aspects of each sub-level of mathematics learning.
- Standards of attainment will be reported to parents each half term and tracked on the school tracking system.

Specific teaching within different key stages	
FS/KS1	KS2
<ul style="list-style-type: none"> • Lots of time to explore mathematic concepts • Use of resources • Learning based in concrete and conceptual • Focus on key concepts e.g. commutative law from early age. • Focus on learning and transferring skills based in familiar contexts • Problem solving from early age • Algebraic form from early age e.g. There were 3 bears, but now only two. What happened? 	<ul style="list-style-type: none"> • Reason and understanding; logic • All times-tables known by Year 4 • Focus on mental mathematics • Weekly mental mathematics tests • Additional mathematics ‘using and applying’ linked to thematic learning • Weekly session of problem solving, with gifted and talented linked opportunities • Strong focus on number skills and application of

11. Early Years Foundation Stage

in order to meet the different needs of the children, the majority of whom may come from the North Cray estate, it is vital that we engage the parents and build partnerships immediately. We will do this through a programme of learning for the parents in an intensive induction course within the Autumn Term. This will teach parents how to support their child in school, this will have a positive impact on outcomes. A local school who tried this, found a 20% increase in home-learning and parent involvement. The induction sessions will continue over the year, but will be less frequent than in the Autumn Term.

The Parent induction course will cover the following:

Autumn term	
Week 1	How your child learns in Foundation Stage
Week 2	Get up to date with sounds, phonics, and how we teach reading
Week 3	Hands-on learning in the classroom; use the resources to see how we teach mathematics.
Week 4	The role of Home-Learning. What we expect from you, what you expect from us.
Week 5	Learn the Jarman style of handwriting to support your child properly.
Week 6	Individual meeting with class teacher to discuss your child’s settling in and development so far.
	Half term

We will meet the different needs and interests of the children and improve outcomes by providing a range of independent learning through the six areas of learning in the Early Year Foundation Stage Curriculum, alongside structured whole class lessons in English and mathematics, led by the teacher, and small group adult-led sessions throughout the day, to 'scoop up' any learners needing additional support, and to give the more able children opportunities to extend their learning.

This will ensure that there will be a commitment to the teaching of the traditional core from the very beginning.

Throughout the day: Independent learning opportunities focussed on all 6 areas of learning		
Personal, social and emotional development	Communication, Language and Literacy	Problem-Solving, Reasoning and Numeracy
Knowledge and understanding of the world	Creative Development	Physical development
2 x Daily Teacher whole class Focus		
Communication, Language and Literacy		Problem-Solving, Reasoning and Numeracy
Throughout the day		
Small group adult-led phonic work	Small group adult-led fine motor control	Small group adult-led reading/flash-cards
Individual child observations	Support in independent activities	Small group adult-led structured mathematics

Children will be offered the opportunity to explore all the areas of learning relevant to the foundation stage. Adults will use the listen, observe and note method of monitoring their development in order to ensure that every child has clear next steps planned for their development.

Area of Learning	Children will engage in activities that cause them to:
<p>Personal, Social and Emotional development</p> <p>Children will be given opportunities to learn to listen to each other and to pay attention when people speak, begin to talk about their own learning, learn about their own and other people's cultures, grow in self-confidence and self-esteem, explore how to make and sustain relationships, develop self-control, manage their own personal needs, and develop a sense of community.</p>	<ul style="list-style-type: none"> • articulate how they feel 'I am hungry, I feel happy' • engage in turn taking opportunities • share pencils with their peers • listen without interrupting • follow rules • talk about what they did, or

	what they want
<p>Communication, Language and Literacy Children will be helped to develop language for communication, language for thinking, skills to enable them to link letters and sounds, skills which will help them to read, the ability to link sounds to letters and write them down, the ability to form letters correctly, problem solving, reasoning and numeracy skills. Children will develop the ability to use numbers as labels and for counting, do simple calculations and explore shape, space and measurements.</p>	<ul style="list-style-type: none"> • respond to stories and rhymes • use writing in their play • recognise their name • form all lower case letter • trace over writing • copy underneath writing • make plausible attempts at own writing • re-tell a story • learn new vocabulary • attempt to read books themselves
<p>Problem Solving, Reasoning and Number.Children will be given hands-on activities and opportunities to make mathematical discoveries based on key mathematical concepts. They will be given opportunities to use these concepts in many different ways to embed skills and knowledge for further mathematical development.</p>	<ul style="list-style-type: none"> • count reliably to 10, 15 and 20 • recognise numbers 1-20 • say the number that comes before or after • sort objects according to size, shape and colour • name colours • use language such as bigger, lighter, heavier, smaller to compare objects.
<p>Knowledge and Understanding of the World Children will be encouraged to explore and investigate the world about them, design and make things, use ICT, begin to understand the concept of time in history, learn about places and people in their own and the wider community, and learn about the rich diversity of communities, and cultures.</p>	<ul style="list-style-type: none"> • predict what might happen if 'I put different colours paints together'. • have a basic awareness that plants and trees change and grow, in winter it is cold, and summer is hot, I am changing, I used to be a baby • link things they have seen in real life to things in books • notice changes in properties

	<ul style="list-style-type: none"> • ask questions about why things happen • use the computer
<p>Physical Development Children will be helped to learn about being healthy, be aware of their own body and how to look after it, develop a healthy lifestyle, learn about how their body works and moves, develop physical skills, learn to play and collaborate in games, and learn how to use equipment safely.</p>	<ul style="list-style-type: none"> • Run, skip, jump, hop, walk, slide, slither • Travel around, under, over, through and balance. • Name and point to body parts when asked • Catch and throw a ball with 2 hands • Use tools • Sit on a chair correctly
<p>Creative Development Children will be given the opportunity to be creative, respond to a range of experiences, express and communicate ideas in a variety of ways, explore media and materials, make music and dance and play imaginatively. They will be included in the whole school Arts programme.</p>	<ul style="list-style-type: none"> • play with a range of construction toys • join in with singing and actions to music • hold and use a pencil correctly • cut straight lines with scissors • produce recognisable drawings • pain pictures of choice whilst holding brush correctly • engage in role play

12. KS1 and KS2: The Foundation Subjects

Social, moral, spiritual, and cultural understanding will permeate all subjects. We believe this is an extremely important aspect that underpins all learning, particularly as Hope children will be those from disadvantaged and possibly families with less focus on these area. The school will aim to help children to become responsible members of society, with strong moral values and the desire to make a positive difference in their neighbourhood, city, nation and the world around them. They will learn about other cultures and communities to better understand and empathise with those from different backgrounds to their own.

The foundation subject curriculum will be responsive to current affairs and to local opportunities. At times a subject might be taught as a discrete subject using a teacher or visitor who specialises in that subject. At other times the integrated approach allows key concepts and skills to be taught within a broader topic or context. In this way, both rigour and relevance are achieved within the curriculum.

<p>Science Throughout the school science will be taught both as a discrete subject, ensuring breadth and depth in understanding, and as part of the creative curriculum, with cross curricular links to the focus each term. Learning will be set within a context and relate to the day to day world the children live in. Developing questioning as a learning tool will open enquiry and encourage learning beyond the classroom and immediate experience. Science will be seen as what is happening now and, as stated in our vision, how this learning is preparation for the future.</p>	
<p>FS and KS1 Learning within a given theme or context Hands on exploration and finding out First hand experiences Local visits / area Active, visual learning Opportunities to try / repeat activity Observation Problem solving Responding to questions (eg. What if ...?) Asking questions Responding to findings Using ICT to extend learning experience Recording ideas Explaining Reflecting Sharing On-going Assessment for Learning will identify progress made and levels achieved</p>	<p>KS2 Learning within a given theme or context Asking questions Establishing approaches towards finding answers Enquiry Prediction Planning Research Use of ICT to extend learning experience and presentation Links with / visits to local industry / business Observation Recording Reasoning Explaining Reflecting Evaluating Generalising Building confidence and a sense of knowing On-going use of Assessment for Learning will identify progress made and levels achieved.</p>
<p>History and Geography The teaching and learning of humanities will be integral to our cross curricular / creative curriculum. Planning will endeavour to explore and celebrate aspects of both History and Geography and build links within our immediate, local and global communities. Natural links will be made within our PSHE curriculum encouraging children to consider choices made and the consequences of those actions. In support of our vision children will be inspired to learn beyond the walls of the school, recognise how events from the past have an effect on events of the future and to see the part they can play within their society.</p>	

<p>FS and KS1 Focus on community:</p> <ul style="list-style-type: none"> • within school • within own homes • within neighbourhood • within wider locality <p>Linking home and school Looking at routes, location, distances ... Walking First-hand experiences Local area study Indoor / outdoor learning Using ICT to explore beyond the classroom Exploring own time line Comparing own lives and those from the past Studying chronology Recognising change in the local area Development of businesses / industry Making links Asking questions Finding out Making observations Assessment for learning to share understanding and knowledge</p>	<p>KS2 Focus on community:</p> <ul style="list-style-type: none"> • immediate • local • national • international • global <p>Linking geographical mobility to change Recognising independence and interdependence Responsibility Identity / Place Using the local area as a 'source' Indoor / outdoor learning Linking with local businesses, the church, the people to consider development and change Asking questions Interviewing Surveys Using ICT to explore local and global change and for presentation Consider the relationship between past and future decisions and subsequent impact Exploring change over time Chronology Structure and present findings Assessment for learning to share understanding and knowledge</p>
<p>Art and DT These aspects of learning will focus on a skills based curriculum with planning for progression throughout the school. Learning may be cross age or cross phase at times, encouraging viewing from another's need or perspective. Real life contexts will build in a problem solving approach to design technology with children recognising there is a 'need' that must be met. Links with local enterprise will motivate learners, inspire questioning, make learning purposeful and, in support of our vision, encourage ideas to transform and enrich the world we live in.</p>	
<p>FS / KS1 Art appreciation / observation Respond to art 2D works and 3D sculpture Express ideas in artwork Indoor / outdoor / environmental /</p>	<p>KS2 Respond to artwork Express observations and ideas Explore the work of artists Evaluate Compare others' work with their own</p>

<p>locality experiences First hand opportunities Experiment with materials, tools and techniques Investigate the properties of different materials Make decisions Describe qualities of design / art Reflect, evaluate, share responses</p> <p>Respond to a need (local business links) Problem solving Explore products Describe ideas for making Produce plans Develop proficiency with tools Make decisions Join materials Identify strengths Reflect on own designs Identify what works Suggest improvement</p>	<p>Reflect and improve Increase understanding of materials Develop skills with tools and materials Make decisions based on first hand experiences</p> <p>Link with local business / enterprise and consider real life situations or need Develop approaches to respond to questions or ideas Gather information and resources Use the environment for ideas and inspiration Recognise the match between needs and design Generate ideas and develop designs Develop skills with tools, select materials Test and evaluate products and own design within context</p>
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13. The Specialisms

With a focus on community impact, we believe that the children of Hope Community school will receive specialist opportunities to engage in business and enterprise. Through our focus on offering children opportunities to experience the world of work and impact their own community through their own learning, they will engage in business and entrepreneurial activities. They will have opportunities to work with a vast range of local businesses to enhance learning on a different level, and they will receive graded cumulative awards for community achievement through the Hope School Community Pioneer Scheme.

The arts curriculum will provide excellent breadth to stimulate and inspire every child, through visual arts, drama, music, dance and creative writing. This will include class assemblies, whole school events, art outcomes as community outcomes, and whole school productions. There will be a focus on architecture with talks from architects and visits to local noteworthy buildings as well as art for exhibitions as an outcome of one of the themes.

Mandarin

The teaching of Mandarin throughout the school will be a distinctive feature of the curriculum. The choice of Mandarin is to embed further the focus on business in the community and the growing links with Japan as the business centre of the world. There is also a significant growing population of Chinese in the local community. We will link with local grammar schools who already teach Mandarin and embed it through the curriculum by working with the British Council to connecting with a partner school in China.

<p>FS and KS1 Singing or listening to songs Reading books Use of ICT resources and Apps Labelling of items found around the school, Answering the register, Links with Chinese schools Celebration of Chinese New Year Links with local Chinese business partners. Chinese characters linked to handwriting development We will also use the Chinese number system to embed a strong understanding of place value. Telling the time and date in Mandarin.</p>	<p>KS2 All of the above plus the following: Study of the impact of Mandarin language and culture in real life situations, especially business Links with local grammar schools and lessons Assessment through the languages ladder.</p>
<p>PSHE The Personal, Social and Health Education (PSHE) programme will be founded on the Christian belief that each person is made in God's image and has a valuable contribution to make, but that we all make mistakes. Through the PSHE programme we will seek to help children to recognise their abilities and to learn to use them well, to create an environment in which it is safe to make mistakes and where adults and children alike view themselves as humble learners.</p> <p>Some activities will extend opportunities for children to develop new social skills or to experience new social situations and thereby develop as active citizens. We will seek to utilise our links with local businesses and community groups to provide these experiences.</p>	
<p>RE The close link with New Generation Church and CRiBS education charity will greatly enhance RE provision in the school. CRiBS work in 90% of Bexley schools. They will provide the following:</p> <ul style="list-style-type: none"> • Weekly RE lessons across the school • Weekly collective worship assemblies; • The 3:16 Faith Bus as a learning resource for 2 weeks at Easter • An after-school club for enrichment <p>The development of critical thinking, evaluation and analysis skills will be encouraged as children are encouraged to consider their own response. We consider it important for all children to have a working knowledge of the major world religions which will be covered as part of collective worship.</p>	
<p>ICT</p>	

ICT will be used to support learning across the curriculum and will be a priority for investment. Personalised learning in class will be facilitated by the use of

- iPads and relevant Apps
- Software packages which enable children to access school work and programmes from home, libraries and homework clubs.
- The development of creative homework possibilities.
- Strong communication with school children across the world (China and areas where the children support charities)
- ICT as a vehicle for learning and communicating the learning through presentations, leaflets etc.
- Specific software packages to be used in all subjects. E.g. spelling, reading, handwriting, touchtyping, music etc.

Enrichment Activities and Extended hours provision.

Hope Community school will provide an extended curriculum until 5pm daily from Monday to Thursday. This will give us time to ensure the core areas of the curriculum have enough time in addition to other activities being provided to develop a purposeful curiosity and joy for learning, whilst at the same time operating the Big Society model and impacting our local community for good.

Weekly Challenge Days (Friday mornings)	Children giving to the community, making a difference, in an area linked to their learning
Community Pioneer Awards	Individual portfolio of tasks and achievements made by children to earn different aspects of the award. (Much like the Duke of Edinburgh Award Scheme or Scouts).
Leadership and team building activities	This will embed the necessary skills to embrace the community pioneer role, and develop confidence to engage in entrepreneurial ventures.
Extra-Curricular Clubs	This includes music, the arts, drama, design and technology project-based learning with an entrepreneurial twist.
International links and charity work	Here children will work with members of the NewGen church to look at projects across the world needing help, and work out ways to make a difference.

D2: Coherent and feasible school timetable and calendar

School Year

The dates will follow traditional school year of 3 terms and the dates will be broadly in line with local authority dates. The School will not deviate from the local authority's proposed school term and holiday dates. This is because Bexley co-ordinates these dates with neighbouring authorities so that teaching and non-teaching staff and parents and carers who have children in other local schools will not be disadvantaged with child care arrangements. Based on Bexley Authority's agreed dates for the 2012-2013 academic year, the School term and holidays dates for 2013/14 will be

AUTUMN TERM 2013	Days
Monday 3 September – Friday 25 October	40
Half Term Monday 28 October – Friday 1 November	
Monday 4 November – Friday 20 December	35
SPRING TERM 2013	
Monday 6 January – Friday 14 February	30
Half Term Monday 17 February – Friday 21 February	
Monday 24 February – Friday 4 April	30
SUMMER TERM 2013	
Tuesday 22 April – Friday 23 May	28
(Easter Monday 21 April & May Day Holiday Monday 5 May)	
Half Term Monday 26 May – Friday 30 May	
Monday 2 June – Tuesday 22 July	37
	Total
	200

(190 days + 10 Staff INSET Days)

Public Holidays

Christmas Day	25 December 2013
Boxing Day	26 December 2013
New Year	1 January 2014
Good Friday	18 April 2014
Easter Monday	21 April 2014
May Day	5 May 2014
Spring Holiday	26 May 2014
Summer Holiday	25 August 2014

Autumn Term 2014 will begin on Monday 1 September

There will be 10 Staff INSET Days taken leaving the students attending 190 days. It has become good practice in many Academies in England in the last ten years to have 10 INSET days for staff (In Service Training) instead of the statutory 5 days. This is so that the staff have more time to share good practice within the School and with other local and national schools to support improving the most important aspects of the school's work like teaching and learning, planning and assessment

practices and raising attainment. The additional days also give more opportunity to have outstanding practitioners come in and lead training to support areas of the School's practice that has been identified as needing improvement. The impact is to create an environment in the School of consistently improving practice leading to outstanding levels of student attainment, achievement and progress in all key stages and in each year group.

School Organisation

Once the school is full, there will be one class per year group, each with a teacher. On opening, however, there will be one class of Reception children, staffed by one teacher and a teaching assistant. This basic ratio of 2 adults to 25 children will ensure that support for learning and for social and emotional needs is of the highest order. In addition there will be support for children with specific needs and statements of educational needs.

This model will continue through the years as the school grows. However, we will embrace the possibilities of a more fluid structure if necessary, and where there is evidence that it is viable to add classes of older, mixed-aged children. So for instance, we would consider grouping students of similar ability from Years 5 & 6 into 2 groups during their Mathematics and Mental Maths lessons. This would be support the most able attain Level 5+ at the end of KS2 and support the other students to attain at least Level 4+.

Length of School Day

We have chosen to keep our school day length similar to the neighbouring schools. The HCS vision has a high value on community so we feel it will benefit the community best by the school day running similarly to other schools. We feel that this will be helpful to parents who have a child/ children at different schools also for parents whose children are collected from school by another parent with children at other schools. By offering enrichment activities and wrap around care with before and after school services this will in turn aid working parents allowing them to work longer hours and not have to pay for additional child care after 3:30. We felt it is best to have an option for parents who are able and want to collect their children at the end of the core school day to do so rather than make extended days compulsory so that we encourage children to spend time with their families. However, because we do not want the students to miss out on the excellent after school provision the School will expect every student to attend at least 3 hours of the Enrichment programme each week.

NON-COMPULSORY	C O M P U L S O R Y L E A R N I N G							
7:30-8:30	8:30-8:40	8:40-9:00	9:00-9:15	9:15-10:15	10:15-10:30	10:30-11:30	11:30-12:00	12:00-12:20
Breakfast Club	Registration and Quote for the Day / Active Kids	SMSC: Collective Worship (small grp intervent'ns)	PSHE S&L, debate philosophy citizenship (small grp intervent'ns).	English	Break	Maths	Guided Reading	Handwriting TouchTyping Spelling
Outside provider NewGen Trust	School	School or visitor	School					
C O M P U L S O R Y L E A R N I N G				NON COMPULSORY BUT 3 out of 5 days EXPECTED.		NON-COMPULSORY		
12:20-1:00	1:00-3:00		3:00-5:00			5:00-6:30		
Lunch	Science and Foundation Subjects Science, DT, Art, RE, PE, music, all linked to whole-school curriculum themes. Project based learning Social enterprise Community pioneering Mandarin Leadership and team games		Enrichment ICT Additional Sports and music Individual music lessons Family learning Family cooking Games and activities Craft			After school care (outside provider) Home-learning Community outreach projects		
Bought in from partnership school	School		Additional paid and volunteer staff			Outside provider NewGen Trust		

D3: Strategy for ensuring needs of pupils with differing abilities are met.

This section covers:

- **Strategies**
- **Children with SEN**
- **Children with EFL**
- **Children with Disabilities**
- **Looked after Children**
- **Gifted and Talented**
- **Extension and Enrichment**
- **Use of ICT**
- **School Partners**

Strategies

In order to support children in this particularly important stage of their development, we will appoint a full time and highly experienced teacher to support the children The Reception Class. In order to adequately deliver both the inside and the outside child initiated learning programme that is necessary at this particular stage, we will also engage an equally experienced and capable full time classroom Learning Support Assistant to work alongside the class teacher.

All children entering the Reception class will be assessed against the Early Years Framework which currently measures against 69 areas of development and will provide each child with a Base Line Entry score from which individual targets will be set. Although the guidance states that this process should be carried out by the end

of the first half term, we will carry out this assessment within the first two weeks of the children coming into the school.

Any new child joining the school at a later stage during the term will also be assessed using the Framework. We understand that a new Framework will be in place at the start of the 2012/13 academic year which will reduce the number of areas to be assessed to 25.

Children entering the Reception Class from a Local Authority Nursery based normally in a Primary school will have been regularly assessed against a standard assessment scheme. The outcomes from these assessments will usually accompany the child and will help to provide additional and very important information which can be put against that achieved from the Early Years Framework assessment.

Children coming from privately operated nurseries may not come with as much information and therefore, it is vital that their first formal assessment Hope takes place as soon as possible after their enrolment.

At the end of their first full year, the children will again be measured against the Framework in order to assess the progress made by each child in each area. The outcomes of this second full assessment will provide the basis for determining and setting out individual targets and learning plans for each child.

In addition to this, on-going formative assessment undertaken by the class teacher will take place throughout the year to provide a full and detailed picture of the progress being made by each child. This will also enable for teachers to provide opportunities for early intervention for any child showing signs of underperformance or significant deficiency in any one or more areas of development.

Those children from LA supported Nurseries who have already been identified as having Special Educational Needs may arrive with a Statement and an Action Plan of support that we will need to consider when they start at HCS.

We fully recognise the importance of the early identification of children who may face significant barriers to their learning and development.

Children from deprived backgrounds will usually be supported with Free School Meals and targeted financial support paid for through the Pupil Premium. We fully recognise that these children must be accounted for separately and any support provided by us must specifically address their particular learning and social needs. This support is on-going and must continue as these children progress up through the school. In order to support these children we intend to appoint a Learning Support Assistant to work with each class particularly during the morning sessions in order to work with targeted individuals or groups of students in Literacy and Numeracy or other specific areas of their learning identified as requiring support.

Children with SEN

Children with specific learning needs will be clearly identified through our rigorous assessment programme and will be supported on an individual needs basis. Our research has revealed that while we have only one class of children, it may only be necessary to have an Inclusion Leader for one morning a fortnight. However, as the school develops and increases in size, it will be necessary for these visits to become

more regular and increase to possibly one morning a week and then, once the school is close to being full it may be necessary for this to be on a one day a week basis.

Conversations with other experienced Head Teachers tell us that it is reasonable for groups of smaller Primary Schools to share the expert services of a fully qualified and experienced SENCo. However, it is our intention is that as the school develops in size and it becomes necessary to appoint additional staff, we will appoint a teacher with additional experience of being a SENCo who will be able to take over from the Park Royal Inclusion Leader and become fully responsible for coordinating the SEN at Hope.

We will also put in place a programme of Continuing Professional Development to ensure that all staff working at Hope is fully aware of the different types of special needs that children may have and how to accommodate and support their learning needs effectively in the classroom. Staff training will be key in the support and development of pupils with SEN. Nationally recognised organisations who are currently working within the local area for example Mencap for children with cerebral palsy/downs syndrome or the national autistic society will be involved in ensuring staff are well equipped to sufficiently look after these particular children.

Children with EFL

HCS will be committed to children with English as a Foreign Language both linguistically and culturally. We aim to help them to raise their communicative ability and to adapt to school in an English-speaking environment as smoothly and quickly as possible. Visual signs and symbols will be used around the school such as a visual time table in every classroom to help not only EFL students but all pupils, teachers and visitors in the school, be aware of what lessons are going on throughout the day. These children will work alongside the other children in the same class but we will encourage their parents to work with them for an hour or so in the morning. This will enable these children to settle down more quickly in their new environment and for both the child and their parents feel comfortable in their new surroundings. As these parents will not be working with other children in the class or be on their own at any time with either their own child or other children, they will not need to have a CRB check. This is an area of recognised good practice that is frequently used to good effect in many other Primary schools.

By raising levels of both fluency and accuracy, pupils will achieve higher standards in other curriculum areas and benefit from the ability to interact more successfully with native speakers both in and out of school. We will focus on developing both the productive and receptive skills (speaking, writing, listening and reading).

Children with Disabilities

Children with a severe and profound Disability will usually come to school with a Statement already in place and with that, an Individual Education Plan (IEP) and a financial support plan which we will ensure is rigorously applied. Any child with a medical need will also come with a financial support package already in place. We will use this financial support to purchase an Individual Support Assistant (ISA) and will regularly monitor and evaluate the effectiveness of this support throughout the year to ensure that it fully meets the needs of the children concerned.

The proposed premise currently has wheel chair access into the building. The

doorways on the ground floor are suitable for wheelchair access and there is also a disabled toilet and shower. The disabled toilet / shower room is currently off the side of the reception area in the building which will ensure the privacy and dignity of disabled pupils is respected. Unfortunately there is currently no wheelchair access to the first floor, this would need to be addressed should we have pupils in wheel chairs to allow them to access every classroom as they go higher up the school. Adapted furniture and ICT equipment e.g. touch screens for those who have limited fine motor skills would also need to be provided for children who need them.

Children identified by us as needing a Statement will need to be assessed by our own staff and the Inclusion Leader at Park Royal and, until the Statement has been confirmed and an IEP put in place, we will establish our own internal Action Plan to cater for their specific needs.

Children identified as requiring Speech and Language support are currently supported by the Local Authority which is free of any charge at the time of writing this application.

Children with behavioural, emotional and social difficulties will be identified through our rigorous monitoring and assessment process and an individual Action Plan drawn up between the school, the Inclusion Leader from Park Royal and the child's parent will be developed and put in place. Individual targets will be set and we will ensure that meetings to gauge progress against these targets are held at least every half term.

Looked After Children

Looked After Children (LAC) will also have a Personal Education Plan (PEP) to support their learning and the class teacher and their LSA will work closely to ensure that this is rigorously applied, regularly monitored and evaluated according to the time specifications and target outcomes as stated on the Plan.

Gifted and Talented children must also be supported fully throughout their period of time with us at Hope. Again, our regular and consistent assessment, monitoring and evaluation programme will identify any child's particular Gift or Talent and we will put in place provision to support their needs as best as possible. This support could include after school provision; lunch time activities; withdrawal groups; or in the case of sport or music for example, the involvement of external agencies.

Gifted and Talented

Students will be identified on entry to year 7 by their KS2 data alongside baseline assessment data during the first four weeks. Students in the top 10% of the ability range will be designated Gifted and will be set on a pathway of learning that will offer opportunities for stretch and challenge across all subjects. Talented students will be identified in each subject area and there will be an expectation that these students will be given additional opportunities to develop their talents through the subject area, this is likely to be through enrichment opportunities as well as challenging tasks within the curriculum. The progress of these students will be monitored, evaluated and reviewed 6 weekly by an AST with responsibility for Gifted and Talented. At the end of each academic year the students on these profiles will be reviewed and additional students can be added. The Academy will also work closely with London universities to offer unique opportunities to Gifted and Talented students in Science that will accelerate learning right from year 7 up to Post 16.

Extension and enrichment

We recognise that we will have some exceptionally talented students at the Academy and take seriously our duty to offer significant stretch and challenge to guarantee that aspirational goals are achieved. A range of high profile and high quality enrichment provision will be offered to harness the talents of our students and provide opportunities to stretch and showcase both individual and team success. A key aspect of our ethos is to Celebrate Success and this will include the skills and talents which are demonstrated beyond the classroom. We encourage students to seek out every opportunity to exploit experiences to identify, reinforce and extend skills outside of the timetabled curriculum as we recognise that the application of the 4Rs will be further strengthened when practised beyond the academic sphere of the Academy.

A critical strand of our enrichment and extension opportunities will be through strengthening our partnerships with businesses, higher education and the Harris Federation.

It is essential that parents are made fully aware of the Special Needs of their own children whether it a specific learning need where the child is beginning to fall behind the expected levels and standards or, a Gifted and Talented need where the child needs specific support in a particular area unable to be catered for through our own resources. We intend holding regular meetings with parents each half term in order to keep them informed of their child's progress and development. Parents of children with IEP's, PEP's and other Action Plans will be invited in to speak to us on a more regular basis. We plan to have parents into school every half term to see their child's work and be aware of their progress. We also want parents to be involved and aware of the targets set for their child. Our time allocated in the timetable for family learning will encourage and make it a regular occurrence for parents to be present at school encouraging them to play an active part in their child's learning.

It is absolutely vital that the progress of our children is fully monitored and evaluated so as to ensure that no individual child or group of children starts to "fall behind" – especially those with Special Educational Needs or those eligible for Free School Meals. Nationally agreed statistics reveal that children with FSM are less likely to make the expected levels of progress than those who aren't and therefore, we will work hard to "close the attainment gap" that potentially exists between these distinct two groups of children. Our behavioral policies described in section D6 will aid children with behaviour/social and emotional difficulties.

Use of ICT

The innovative use of ICT will help to support the learning needs of all our children and we will ensure that every classroom has at least 2 computers that can be accessed by the children and one of these will be connected to an Interactive Whiteboard so that any group work can be easily seen by either a small group or by the whole class. We also feel that the use of Tablets such as an iPad with a touch screen facility will also significantly enhance the learning experiences of our children. Many Primary schools have set aside a specific area as a designated ICT suite where discrete lessons on the use and development of ICT are delivered by competent and experienced staff. Rather than install large, expensive and bulky computers that have a relatively short "shelf" life, we intend to use smaller lap top

machines, net pads and tablets that can be transported and moved around the school more easily by the staff and the children themselves. A high quality wireless networked system will further facilitate the use of these machines – both inside and outside the school buildings.

School Partners

We intend to build a strong group of Partners who will work closely with our children as the school grows in size. We already have a number of different groups who have committed to working with us and these include:

- The Local Authority
- Royal Park Primary School
- Stephen James BMW
- Ruxley Manor Garden Centre
- David Lloyd Leisure Centre Sidcup
- Birkbeck Primary School

We also feel that it is essential that our school has a full time member of staff appointed to be specifically responsible for Safeguarding Children. Our intention is to ensure that our Head Teacher be given that brief and to then provide regular training for all the staff working in the school including teachers and non-teachers such as administrative assistants and premises staff.

In accordance with the Vision of strong community links there will be many occasions when the learning takes place in small groups supported by visitors and volunteers. This, we believe, not only supports those with additional needs but, replicates the way children learn throughout their lives and will help prepare them for community life by developing them as robust learners with good social skills and the resilience to contribute to tasks as confident members of a team. There will be structures in the school to ensure support for each child, to which all adults will contribute.

All paid staff will be properly interviewed, undergo a full CRB check and have their references and qualifications fully scrutinised. Any person coming into the school to work as a volunteer will be checked against List 99. Volunteers will not be allowed to work unsupervised with any individual child or group of children.

D4: How the success measures will deliver aspirational targets for all pupils

The Aspirations as set out in the Vision for Hope Community School are:

- **Independent motivated learners**
- **Outstanding Ofsted reports (measurable)**
- **85% Key stage 2 L4 Maths and English (measurable)**
- **Community Pioneers**
- **Increased success in Secondary Education**
- **Fantastic reputation of pupils in the area**

Assessment and monitoring of measurable and non-measurable targets in all areas to guarantee our school is achieving its distinctive vision. It will be imperative that the Head Teacher and leadership of HCS assess how the school is progressing against the Vision throughout its development.

As described in the previous section, each child will be assessed using the Early Years Framework on entry to the school which will provide us with a Base Line Entry level. The outcomes from this assessment will determine the individual learning needs of each child which will be rigorously, robustly and regularly monitored throughout the year and the progress of each child will be measured against the early Years profile and reported to parents on a half termly basis.

As an absolute minimum, the age related expectations for children at the end of the Reception year is Stage 6 and we will work hard to ensure that each child achieves or surpasses that level by the end of the year through targeted support and intervention where necessary. Children at or below Stage 5 will require and will receive targeted support to ensure that they achieve or exceed their minimum target level.

Whatever level is achieved at the end of the Reception Year will determine the Target Outcomes set for each child to reach at the end of Year 1 and Year 2, as well as at the end of Key Stage 1.

Children at Stage 6 at the end of Reception should reach national Curriculum level 1a at the end of Year 1. At the end of Key Stage 1 children are expected to reach national Curriculum level 2b. Children at stages 7, 8 or 9 would obviously be expected to make higher levels of progress by the end of Key Stage 1.

By the end of Key Stage 2, children are expected to be at or above National Curriculum level 4b. However, irrespective of their starting point at Reception, all children are expected to make at least 2 complete levels of progress from the end of Key Stage 1 to the end of Key Stage 2. The National Floor Target set by the DfE is currently for 84% of children to make two or more levels of progress.

Therefore, set against the backdrop of the current national Agenda, our targets will be challenging:

By the end of the Reception year we want 90% of our children to achieve Stage 6 or better.

By the end of Year 1 we want 90% of our children to be at NC level 1a

By the end of key Stage 1 we want 90% or more of our children to achieve NC level 2b and 25% of these will be at level 3

By the end of Key Stage 2 we want 90% of our children to be at level 4b and 30% of these will be at level 5

By the end of Key Stage 2 we want 90% of our children to have made at least 2 or more levels of progress.

In addition to the recognised Standard Assessment Tests, we will also support children with Special Educational Needs with Age Related Reading Tests although we fully recognise that this will tell us how well they can read, but not necessarily how well they can comprehend and understand the text.

We also fully recognise the importance of Phonic Screening and understand that a new screening test is being put in place for all children at the end of their Year 1.

Therefore, in order to support our children we will put in place a solid programme of teaching Phonics during the Reception Year. We will ensure that by the end of that year, all our children will be able to know each of the 44 different sounds that are used.

In addition to the DfE “Letters and Sounds” scheme we will also use a number of commercial programmes that are widely available on the market to further support our children’s needs and development.

Student Performance will be regularly and consistently monitored throughout the working day. Teaching staff will be trained to become skilled in moderating the work that children produce and to be able to accurately assess their outcomes.

Each teacher will monitor and assess the work of the children in their class, record the details on the Student Information Management System (SIMS) and then send them onto the person responsible for collecting the data. As this is such an important area we feel that this responsibility should be given to the Head Teacher who, on receipt of the information, will analyse individual student performance against the targets set for them and will identify those children who are underperforming or out-performing and in what particular areas. In partnership with the classroom teacher and possibly the SENCo, the Head Teacher will then determine and agree on the level and types of intervention required for each individual child, as well as agree their new targets for the coming half term.

A consistent and effective reporting system that regularly informs parents of their child’s performance is an essential ingredient in a proactive Assessment process and we believe that parents should be invited into the school to discuss the work their child produces at least once every six weeks or half term. We also believe that a fully descriptive written report should be sent home at the end of every term.

We also intend to set high standards of Behaviour, Attendance and Moral attitudes for both our staff and for our children. We will regularly make positive rewards for good behaviour and for good attendance each week throughout the academic year and we will work closely with parents to reinforce the positive outcomes of attending school regularly and for behaving well. Accurate records of attendance and behaviour will be maintained and used in support of the quantitative data collected from the moderation and assessment of children’s class work.

Our teaching will ensure that our vision for the school is continually reinforced throughout the working day. We will build a strong sense of Community where both children and staff are encouraged to work in cooperation with each other. The school day will have a focus on developing a sense of moral purpose and of building

positive relationships between each other as well as other significant adults in their lives.

We will also employ many of the programmes promoted by SEAL to develop a sense of excellence and enjoyment into the learning environment.

D5: Admissions Policy

Admission Arrangements

The Planned Admissions Number for is 25 students to the Reception class and will be maintained at 25 in each subsequent year group from Year 1 to Year 6.

Process Of Application

In the first year of operation the Hope Community School Governing Body will be responsible for the admissions process of allocating. Applications for admission to Hope Community School's first Reception class from September 2013 will open to children born between 01.09.08 and 31.08.09. The application form will be made available on the School's website to download or a form can be collected or sent out by post or email if applicants contact the School office.

In the second and subsequent years the school will join the London Borough of Bexley's admissions process for Primary Schools. They will administer the applications process according to Hope's admissions criteria as laid out below.

Timeline for Application

Monday 3rd September 2012	Application opens
Friday 18 th January 2013.	Applications will close
From Monday 21 st January to Thursday 22 nd February 2013.	Discussions with outside agencies regarding the admission of children who have a statement of Special Educational Needs or are Looked after.
Friday, 23rd February 2013.	Places will be allocated and children will be informed (If Bexley Authority inform children applying to other Primary Schools in the Borough before this date then the Governors will move this date to be in line with the Authority's deadline)
Friday 15 th March 2013	Deadline for parents children to accept or reject offer

Consideration of Applications

Admissions will be based on the following criteria:

- All children with a **Statement of Special Educational Needs (SEN)** who name Hope Community School as their preferred choice will be given a place.
- All children who are **Looked After** who name Hope Community School as their preferred choice will be given a place.

If the School is undersubscribed for places

- every child who applies will be given a place

If the school is oversubscribed the following criteria will be used to allocate places

Faith based places	Non-faith places
<p>20% of school places will be allocated to children from faith backgrounds in the following priority: Children whose parents are:</p> <ol style="list-style-type: none"> 1. active members of New Generation Church 2. active members of other Christian churches in the local area 3. active members of other faith groups <p>If any of the faith-based criteria are oversubscribed, the Non-faith place criteria will then be applied. Those who are not allocated a faith-based place will automatically be considered with non-faith applications according to the non-faith criteria</p> <p><i>Active membership means that they are a formal member of New Generation Church or other recognised Christian church in the local area. Where there is no formal membership, a baptised and/or confirmed member of the congregation who regularly attends the church as supported by their Minister or other recognised church leader.</i></p> <p><i>Active members of another</i></p>	<p>After places have been allocated for children with statements, looked after children and those from faith backgrounds, the following oversubscription criteria will be applied in order.</p> <ol style="list-style-type: none"> 1. Children, or one or both parents, from the local area with a medical condition or registered disability which names the School as their preferred choice, where it would cause significant hardship if the child could not attend the school. <i>Bexley Authority's own medical adviser would be asked for a professional opinion on the case presented.</i> 2. Children with a sibling in the main school at the time of admission. <p><i>A sibling is a full or half brother or sister in the main school whether by birth, adoption or fostering living at the same address . A sibling is also a step brother or sister living at the same address where their parents are married or are co-habiting. Special cases will be considered where children who are related can be classed as siblings if they are living in a house with and/or led by a close family relative(s) such as their grandparent, step parent, aunt, uncle, cousin or other</i></p> 3. Where in an allocation of places, children who are twins, triplets or from other multiple births would qualify for fewer places than the number of children, all will be treated as siblings and therefore accorded the sibling priority. That means that in these circumstances only, twins, triplets or children from other multiple births will be given priority over all other children who qualify to be admitted on proximity to the school 4. Children living closest in proximity to the school. This gives priority to pupils living nearest to the school based on the distance

<p><i>faith group will mean that either they are formal members of their local place of worship or those who regularly attend as supported by the leadership of the faith community. Another faith group includes, but not exclusively those of the Muslim, Hindu, Sikh and Buddhist faiths. Christian sects like the Church of the Latter Day Saints, Jehovah's Witnesses, Christadelphians etc are defined as another faith group for the purposes of the School's admissions code.</i></p>	<p>from home to school measured along the shortest walking route by public highway and locally accepted safe and maintained lighted public footpath considered appropriate by Bexley Authority. The distance will be measured from where the front gate of the home address meets the public highway to where the School entrance on Rectory Lane Sidcup meets the public highway. Home will be taken as the child's home address at the time of allocation. That is the address at which the child lives with the parent or registered guardian who is the main carer, that is, the parent eligible to receive Child Benefit and/or Child Tax Credit.</p>
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A waiting list will be kept in the first year at the school office of applicants who are unsuccessful with their application due to oversubscription and be administered by the Governors. When places become available, they will be offered in the sequence of the criteria above, except where all Faith based places are full as defined above, then only the Non-faith based criteria will be used. The waiting list will be kept until the end of the autumn term of the child's Reception Year and then reviewed termly. As soon as the waiting list can be administered by Bexley Authority then the School's Governors will hand over this responsibility to their Admissions Department.

Parents have the statutory right to appeal to London Borough of Bexley's independent School Appeals Panel if they are unsuccessful in obtaining a place at Hope Community School. Although the School will represent itself at any appeal, the School will accept and abide by the decisions reached by this independent body's appeals process on admissions..

D6: Behaviour Management, and approach to pupil well-being and attendance, to improve outcomes.

This section covers:

- **Underlying principles**
- **Behaviour Management**
- **Golden Rules**
- **Sanctions**
- **Rights and Responsibilities**
- **Anti-Bullying**
- **Attendance**
- **Pupil Wellbeing**
- **Attendance Policy**

Underlying principles

The school's approach to developing healthy patterns of behaviour and attitudes to others and to learning stems from the Christian foundation of the school. In particular: the Christian understanding that a nurturing but disciplined environment is important; that justice for all depends on consistency and clear boundaries; that there is an important place for forgiveness and mercy; that interventions must be enforced in an environment of trust and respect; that all decisions will be made out of concern for the individual. The aim is to ensure that by working closely with the families to provide a stable, consistent and loving environment for each child, the incidents of bad behaviour will be few and their impact on learning minimised.

As we believe we are taught what is right and wrong from the bible, children also need to be taught right from wrong. As we believe we will be rewarded when we do good deeds, children also need to be rewarded. As we believe we are challenged when we do the wrong thing, children also need to be challenged.

High standards of behaviour are essential for high standards of teaching and learning. With high standards of behaviour there are fewer disruptions to lessons, higher concentration from all pupils and positive attitudes from the children which will lead to greater cooperation, allowing things like peer assessment and mentoring to take part in all lessons.

Respect for each individual, both adult and child alike will be paramount. Children will be taught to relate to each other and staff, with respect and good manners. Social skills training will be an integral part of the curriculum. This will be mirrored by the evident respect all staff and adults in school show to each other and to the children.

Aims

- We want our children to 'be the children of light'; to be noticed for their excellent behaviour, manners and consideration towards others as stated in the vision
- We want our school to have outstanding behaviour
- We want the community to recognise the children as they walk to school by their behaviour
- We want our children to show manners and politeness
- We want our children to show willing to help beyond themselves
- We want children to have self believe and self confidence

As it states in our vision, we will achieve these aims through underpinning the Christian values of generosity and hospitality to create community pioneers.

Below is outlined in more detail how we will achieve these aims.

- 1) We will have a structured model for supporting teachers and pupils in how to manage behaviour and support children in reflecting on their behaviour

- 2) We will create opportunities for identifying each child's strengths, followed by a programme of opportunities to use, develop and share their strengths through curriculum activities, whole school events and extended opportunities.
- 3) We will make the school environment an exciting, rewarding, safe place, where the children will enjoy coming. We will educate teachers, children and parents about the importance of attendance so that we have a collaborative understanding.

Behaviour Management

The school's policy on behaviour and attitudes will apply equally to adults and children. It will be based on setting and modelling the highest expectations of good behaviour and positive attitudes to each other and by unremittingly insisting that these standards are maintained. Adults will be expected at all times to act wholeheartedly as good role models for the behaviour they wish to see in the children.

Foremost, positive behaviour strategies will be used to encourage positive behaviour:

Reward	How Does it Work	When?
Verbal Praise –	All adults working with pupils give positive praise for their achievements in the school	As often as possible – best practice in classrooms is positive comment every 2 minutes.
Star of the Week Certificate	Teacher writes Star of the Week Certificate with reason – related to community/PSHE focus. Certificate is given out on Friday assembly. Put up child's name and reason for certificate on Star of the Week board outside room. Names will go in school newsletter	Weekly on Friday
Attendance Certificate	Classes with attendance over 95% each week receive a certificate. Those classes with the best attendance over 95% receives the Attendance Cup (KS2) and Attendance Bear (KS1). The class names will go into the School Newsletter.	Weekly on Monday
	Children with 100% attendance to be rewarded each half-term with certificates.	End of each half term on Friday assembly
	Children with 100% attendance and above to be rewarded at the end of the year with Certificate and Prize.	End of year on Friday assembly


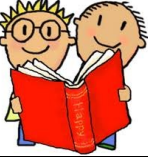

Attendance Book	Children with poor attendance to fill out attendance book with a TA or teacher they trust, to encourage them to address the issues and think about the positive reasons for coming to school. This book will contain a reward chart/monitoring chart for the full weeks they come in.	Time to be negotiated with staff member and pupil
Behaviour Diamond	Children can go “up-one” for good behaviour, work etc.	Daily by class teacher
	Children who reach the top of behaviour diamond go to Head of Primary for Praise Card.	As needed.
Pride Book	Children or classes log things they have done to be proud of in a class book.	As often as possible



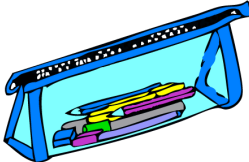
Parents, carers, staff and children will have high expectations for behaviour and understand that positive behaviour leads to positive results and is a fundamental part of the school’s ethos.

Children will understand that they are expected to have respect and self control, taking responsibility for their own behaviour in order to create a safe, positive, learning environment. Children will understand the importance of working as a team and the value that their good behaviour has on others learning. This will include tried and tested methods such as circle time, the ‘friendship bench’ and restorative justice and behaviour recovery techniques. This system puts at its centre, the importance of taking personal responsibility for one’s own and for others’ actions.

Golden Rules

In order for the children to be clear about what ‘good behaviour’ is, the school will teach and adhere to the following ‘Golden Rules’. (With reference to Every Child Matters – to give provision to the strand ‘Enjoy & Achieve.’)

Always be polite and listen to others	
Always do the best you can	
Always be honest	

Always be kind; if you don't have anything nice to say, don't say it.	
Always keep your hands and feet to yourself	
Always look after your own and other people's belongings	

Sanctions

The Sanctions chart below supports the golden rules and is a structured approach for all staff and pupils to be familiar with so that expectations are clear and consistent. Along with this, there will be a trophy/warnings chart and poster wall reminders for children, staff and any visitor to the school.

Stage	Types of Behaviour	Fast track	Sanctions
1 Initial	<ul style="list-style-type: none"> -Not settling quickly/lining up quickly -Not walking in line quietly/in correct order -Fiddling/fidgeting -Not looking at teacher -Not responding to whole class hands up signal -Initial off task behaviour 		No sanctions at this stage. Use behaviour management strategies e.g. going down the behaviour diamond, removing distractions from the child, positive praise when child does the right thing
2 One warning	Several repetitions of Stage 1 behaviour even after teacher interaction		Issue child with warning
		<ul style="list-style-type: none"> -Pushing into line -Dallying/dawdling -Silly noises -Talking with other pupils -Interrupting teacher when talking to whole class 	Issue child with warning

		<ul style="list-style-type: none"> -Wandering about -Calling out -Interrupting other pupils 	
3 2 nd warning	Repetition of stage 1-2 behaviour		Issue child with second warning
		<ul style="list-style-type: none"> -Eating sweets -Deliberately creating a disturbance -Accidental damage through carelessness -Cheek -Off-hand comments -Minor challenge to authority -Annoying other children/ pinching 	Issue child with second warning
4 Three warnings Reflection sheet	Repetition of stage 1-3 behaviour		Issue child with third warning which means the child is to attend lunchtime detention and complete a Reflection Sheet
		<ul style="list-style-type: none"> General refusal to do anything Swearing 	Inform the child he/she is to attend lunchtime detention and complete a Reflection Sheet

<p>5 Immediate Reflection Sheet and behaviour recovery card</p>		<p>Behaviour which poses a risk to others: -Deliberately throwing small objects with intention of breaking them -Damaging school / pupil's property -Leaving class without permission -Repeated refusal to do set tasks -Continued or more serious cheek / challenge to authority</p>	<p>Strategy- diffusion Inform the child he/she is to attend lunchtime detention and complete a Reflection Sheet. Then issue a behaviour recovery card and explain that when the behaviour improves the card will be completed. If the behaviour doesn't improve, the child will see a member of the leadership team after lunchtime detention.</p>
<p>6 Senior staff to be involved</p>	<ul style="list-style-type: none"> - Repeatedly leaving classroom without permission -Fighting and intentional physical harm to other children -Throwing large dangerous objects -Serious challenge to authority -Verbal abuse to any staff -Vandalism -Extreme danger or violence - -Verbal / Physical abuse to any staff -Running out of school 	<p>Requires immediate involvement of Head of Primary/Senior Leadership Team - use the class red card /contact with parents/and or referral to a nurture group</p>	

Rights and Responsibilities

Although this policy stresses positive reinforcement, it is sometimes a lengthy process modifying a child's behaviour and it is important to remember the rights of every child.

1. The right to concentrate on the work in hand.
2. The right to a peaceful working environment.
3. The right to hold opinions without fear or prejudice.
4. The right to play safely while at school.

By upholding this behaviour policy, accompanied by positive behaviour management strategies and reward scheme, alongside a consistent and fair scale of age appropriate sanctions, the children will show high levels of engagement, courtesy, collaboration and cooperation in and out of lessons which exemplifies this Christian approach. They will have aspiring, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. The

focus on community responsibility throughout the curriculum will encourage children to maintain self control and standards of behaviour both in the classroom and in social situations. Due to their personal aspirations, they will embrace the challenge to become community ambassadors and responsible role models.

For vulnerable children and for those with more challenging behaviour issues, a broader strategy for behaviour modification will be developed which addresses the child's particular situation and which will involve the child's family. An individual education plan will be agreed with the child, teacher and parents and 1:1 or small group behaviour support programmes will be put in place to ensure behaviour improves over time.

Anti-Bullying

Christian values that promote uniqueness, being special and different, and loving your neighbour, will form the basis of the Anti-bullying policy. As well as teaching about how to tackle bullying during the year, anti-bullying week will form an annual part of the school calendar. The school will actively seek to teach children how to recognise all types of bullying and how to actively but responsibly, prevent it from occurring so that instances of bullying, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability will be extremely rare, and looked upon with disdain, by all children.

The children will be taught that it is bullying if:

- 1. It does not just happen once; it is ongoing over time.**
- 2. It is deliberate and intentional.**
- 3. It is unfair/there is an unequal power balance (imbalance of power). The person/people doing the bullying is/are stronger, or there are more of them or they have 'influence', higher status or power.**

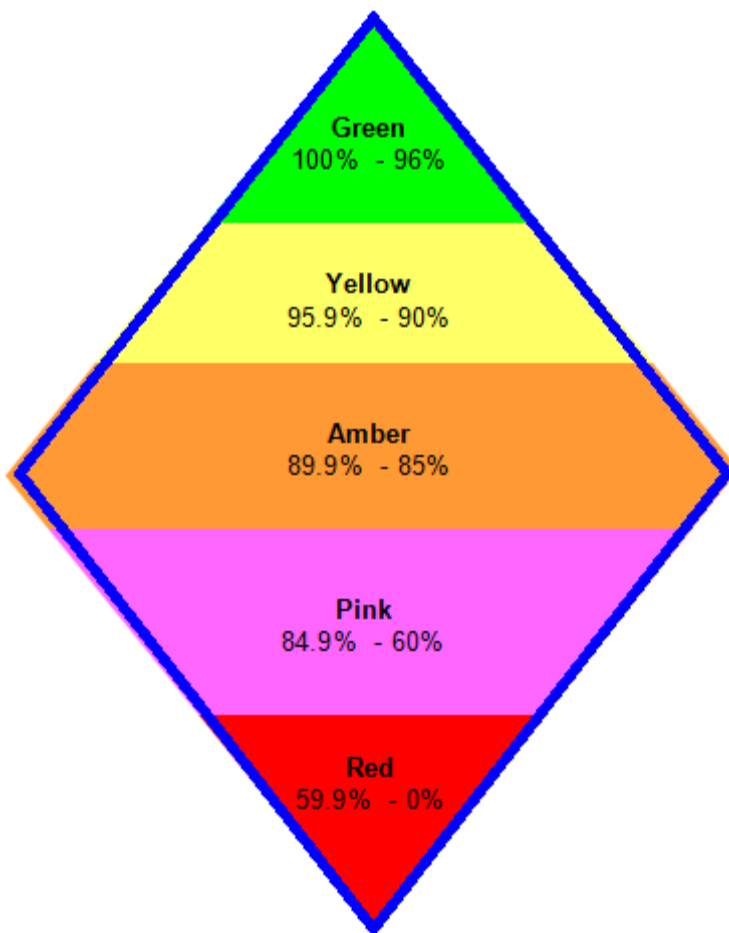
Attendance

As well as rewards for behaviour, there will be a specific scheme for punctuality and attendance. The safeguarding officer will maintain an attendance register and be responsible for interacting with the pupils and parents and putting in place procedures to ensure attendance is good or outstanding.

High attendance is essential to ensure high standards of results and we will work with parents and children to help them understand the impact of low attendance on their child's education. Punctuality and attendance will have a high profile; whole school collective worship at the beginning of the day will encourage punctuality; the highest attending class will be rewarded with a trophy weekly in assembly; and averages over time will be reported to parents and the wider community in the school, weekly newsletter. The breakfast club option will be made available for those whose parents work and to children of vulnerable families to support them, and ensure punctuality in compulsory school hours.

The attendance diamond below will be used as a visual teaching tool to make parents, teachers and children aware of the effects of poor attendance.

For children with poor attendance a book exploring the reasons and feelings behind the poor attendance will be set up between the child and a member of staff they trust. A collaborative meeting will also be arranged to talk through strategies to improve the attendance of individual children.



Attendance Groups	
Green:	No Concern
Yellow:	Concern
Amber:	Risk of Underachievement
Pink:	Severe Risk of Underachievement
Red:	Extreme Concern

Upon entering the school, the parents and children will be asked to sign a home/school agreement and one of the aspects of this will be the procedures of what to do if their child is absent;

If your child is absent you must:

- Contact the school as soon as possible.
- Send a note in on the first day your child returns to school with an explanation of the absence – you must do this even if you have already telephoned us
- Or you can come to reception personally to report the absence where a member of staff will meet with you

Persistent absenteeism:

A pupil becomes a 'persistent absentee' when they miss 20% or more schooling across the school year for whatever reason. At every parents evening each child's attendance will be shared with the parents so that they are aware of the impact on their child's education.

If a child reaches the 'concern' level on the diamond above, the parents will receive a letter and the pupils will be tracked and monitored carefully through our pastoral system and we also combine this with academic mentoring where absence affects attainment.

When a child reaches the amber level; 'risk of underachievement' the child and their parents are subject to an Action Plan and the plan may include: allocation of additional support through a peer mentor/member of staff, use of circle time, individual incentive programmes and participation in group activities around raising attendance.

Once their attendance falls below 20% they will automatically be made known to the Education Welfare Officer.

Pupil well-being

As stated in our vision statement, we want to promote the following qualities in our school to ensure pupils feel safe, successful and have high aspirations:

- **Independent motivated learners.**
- **Good or outstanding progress made by all.**
- **Community Pioneers**
- **Increased percentage of children in work and University attendances**
- **Adventure**
- **Openness**
- **Creativity**
- **Excellence**
- **Strong Moral Values**

Our reward system will support the values outlined in our vision and promote a sense of pride in our pupils. Children will be celebrated when they are seen exhibiting positive behaviour, respect, integrity, making good choices whether as part of learning or general conduct around the school. Staff will share observations of children as they are seen demonstrating perseverance in overcoming a challenge or working hard to build strengths within their learning. Where significant, personal steps forward are made in any aspect of school life, no matter how small, children will be told and celebration will be recognised by logging it in a 'Pride book', kept in each classroom where names and successes are recorded by staff, pupils and peers.

Circle time is promoted by OFSTED '**to help children with behaviour and reduce exclusions**'. "Circle time' ... enables children to develop the skills to negotiate, listen and respond with empathy, as well as to express themselves and to solve problems."

It makes them “aware of their own behaviour, including the possible triggers for poor behaviour, and to regulate it accordingly.”

Circle time is a well-used methodology and will be used to increase self-awareness and self-esteem in primary children and encourage young people to:

- reflect on their behaviour
- set goals for improvements
- regulate their personal behaviour
- acquire skills and attitudes relevant to the establishment of positive relationships with peers
- become more sensitive to and tolerant of others
- develop competencies and skills in attending, observing, thinking, speaking and listening.

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. The teachers will participate in the circle so becoming part of the group, and in this way a trusting climate is created in which no participants feel threatened. Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together with clear circle time agreed rules.

Our policy will be underpinned by the ‘Every Child Matters’ document which emphasises the importance we will put on the safeguarding of the children in our care. Every classroom will have the poster below in their classrooms and the children will be made aware of its significance and meaning. Also every classroom will have a worry box within which the children can write a note to the teacher or just their name so that the teacher knows that the child needs some time to talk to them or has an issue that they need help to resolve. Another option for the children will be talking to a peer mentor or buddy within the school. There will be a specific person responsible for safeguarding and pastoral care, who will ensure that vulnerable children are looked after by the systems in place and given a specific buddy. This designated person will also be the person that members of staff should report concerns to regarding any child within the school.

EVERY CHILD MATTERS

				
Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being

Exclusions Policy

Only in cases where the combination of rewards and sanctions has proved insufficient or where there is a clear danger to other members of the school, will exclusions be considered, at first internal and later external. In resolving such incidents the emphasis will always be on finding ways in which the school can meet the child's needs better.

A detailed exclusion policy on the application of these principles has been drafted which encapsulates the Christian principles of the school and which meets the requirements of law and follows the Secretary of State's most recent guidance. This includes setting up an independent appeals panel for exclusions and will be developed further by the Head Teacher and governing body prior to the school's opening.

Hope school wants to create a culture where we identify & build on students' strengths, as well as supporting them with their weaknesses. This policy aims to do this in a clear and consistent way, ensuring that Christian values are upheld and all children feel that they are part of a team and know their rights and responsibilities that are necessary for a positive learning environment to develop.

D7: Local Community Needs; Sharing facilities with other school and the wider community

This section covers:

- **Site**
- **Christian Character**
- **Ethnicity**
- **Local Community and Business Links**
- **Hope 'Community' School**
- **Local School Partnerships**

Site

It is proposed that Hope Community School will be situated at [REDACTED], Sidcup, Kent [REDACTED]. The building is an existing school building owned by the Harenc Trust. It is situated in the Cray

Meadows Ward of the London Borough of Bexley and based on the 2001 census, it has population of 10456.

North Cray School Closure 2003

The local communities of North Cray, Footscray and around Sidcup Hill (A221), used to be served by two Primary Schools, North Cray and Sidcup Hill. North Cray served North Cray and Footscray. They were both closed and amalgamated into one school called Orchard Primary on 1st Sept 2003 by Bexley Education. Sidcup Hill alone served 178 students when it closed Orchard Primary School opened on the site of Sidcup Hill, now serving 234 students in 2011. The residents of Foots Cray and North Cray would now be served by the new Orchard School sending their children there at the age of 4, along with the residents around Sidcup Hill.

In recent years Orchard School has become a very sought after and the catchment area has shrunk. This is despite the last two Ofsted inspections in 2006 & 2008 grading the school as satisfactory, a third Ofsted Inspection is due anytime soon. In 2011 81% now make expected progress in English, 88% of low attainers and 93% make expected progress in Maths, 88% of low attainers. 16.7% of Orchard School students have a SEN statement or are on School Action plus, 21.7% with English not as a first language and 40.7% eligible for free school meals. Therefore, very few North Cray and Footscray residents are now not in the narrowing catchment area for a place at Orchard. This has resulted in a number of children who live in North Cray being unable to access a Reception class place at all in Bexley or being sent to schools such as Sherwood Park Primary over in the Blackfen ward where there is some spare capacity. Royal Park School in the Cray Meadows Ward but over in Albany Park has now been approached to take some of these children in North Cray who still do not have a Reception place in January 2012. The only direct route to Royal Park from North Cray is 0.75 miles long, largely by lighted footpath across the Footscray Meadows. The distance is still further from Footscray. By car the journey is 2.2 miles as the journey involves going around the Meadows (distances based on journey's from the North Cray Community Centre).

Hope Community School would give back to the communities of Footscray and North Cray its local school.

Christian Character

75.2% of the population in this area declared themselves as Christian with 14.6% of no religion, 6.7% not stated 1.8% Muslim and 0.8% Hindu. Therefore, a school with a Christian character would be welcome in this community and this is supported and evidenced further in Section E. This evidence has come from the research, canvassing and marketing carried out in the community over the last few months

Ethnicity

The ethnic characteristic is overwhelmingly White UK with 92.6% of the population. The next largest characteristics being Indian and African, both just under 1%. 93.4% of the population were born in the UK. There is evidence that since 2001 there is now a higher percentage of people living in the ward who

were born in Eastern Europe, from countries who joined the EU in the last decade.

Although the religious and ethnic characteristics are overwhelmingly White UK and Christian, the school plans to celebrate Black History Month and share in the key religious festivals of the other 4 main world religions such as Divali and Ramadan through the themes for the daily assemblies, quote of the day and reflection time after the assemblies.

Local Community and Business Links

The social make-up of the community includes:

- 4418 households with average household size of 2.32, each with 5.13 rooms on average. Most are at Ground level, (83.9%) with 72.2% either owned outright or with a mortgage.
- 19.8% of households are rented from a housing association or RSL and 5.3% are rented privately.
- 11 households are caravan or other mobile home, (this has increased slightly since 2001) and 9 households do not have sole use of a bathroom.
- Households with dependent children include 740 in married couple households, 112 in cohabiting households, 309 in lone parent households (22 male & 287 female) and 90 in other households.

There is a travellers site in Foots Cray and many families in the area are 2nd generation travellers, who now either rent or own their own home. The vision for the school is that we will continue the investment already made in the community through the work of New Generation Church, Lark in the Park and the WorX Project so that communities such as the travellers, white working class boys and girls who nationally under achieve, will make good progress.

We will use the links with local business to raise the aspirations of these students so more of them stay on in education longer, beyond the school leaving age, going on to further education, training and university. It is the vision of the school through the community outcomes identified in the curriculum that students from these groups will become community pioneers & role models to future students of the school from the area.

In 2001, 16.0% of working aged people, work in real estate, renting and business activities, 15.6% in repairing motor vehicles and manufacture, 9.5% (10.7% of males) in construction (15.6% of males), 9.4% in health and social work (17.4% of females), 8.6% in transport, storage and communication (12.9% of males), 8.5% work in 10.6% in financial intermediation, 6.6% in education (10.5% of females) and 5.9% in public administration and defence. 41.2% are full-time employees (52.4% male, 31.3% female), 10.6% part time employees.

(2% male, 18.3% female), 9.1% are self-employed (15.1% male, 3.7% female), 16.6% are retired, 7.1% are looking after the home, 4.8% are students and 4.6% are disabled or sick.

These statistics further support the evidence that many in the community come

from a working class background and the vision the school has to serve these families well.

We have in place at least three local business links so far and more are planned. The three secured so far are with:

- David Lloyd Leisure Centre, [REDACTED] [REDACTED], Sidcup. The centre is about a quarter of a mile away from the proposed site for HCS in the neighbouring [REDACTED] [REDACTED] - [REDACTED]
- Stephen James BMW, which has a dealership in Ruxley in Sidcup on [REDACTED], [REDACTED] ([REDACTED]).
- Ruxley Manor Garden Centre also on [REDACTED] in Sidcup [REDACTED]
- We will work with David Lloyd to provide swimming lessons for the students at HCS, they will be providing a mini-tennis coach for PE lessons and enrichment activities on school site as well as at David Lloyd. They will also be offering our students work experience opportunities at their centre in Sidcup. Part of the vision of Hope is that students will get an early experience of the working environment. As discussed earlier in this section, from where many of the Hope children will come, is recognised as being in the top 20 most deprived areas nationally, according to Government statistics linked to the multiple deprivation indices. Students being able to participate in work experience from an early age will raise their awareness of various work environments, motivate students to attend school and inspire them to dream about and plan future prospective career paths later in life.

The link with Stephen James will involve an offer to use their Training Room at our [REDACTED] Branch for one day per week once the School is open. This would be used by the teaching staff to teach groups of children and for staff training. Their staff will support the learning of the students and encourage an awareness of work based skills for things such as customer service, confident speaking and professional letter layout. They have stated in their supporting letter attached that ‘...giving primary aged children an insight into the working world can only benefit them greatly in raising their aspirations.’ They would also offer work experience opportunities for Hope students.

Ruxley Manor Garden Centre similarly to Stephen James, will be offering a place for lessons to take place on their site and their staff will support the learning of the students and encourage an awareness of work based skills for such environments as retail, catering, leisure and gardening & landscaping. Within half a mile of the proposed site is the Coca-Cola Schweppes Factory and distribution plant, their biggest in the UK and is the official site to supply the London 2012 Olympic Games. We are in the process of making business links with this company as they are in the process of opening an education centre on site. We are close to an agreement having already been in contact and liaising with the people responsible for planning this education centre.

Hope ‘Community’ School

Around the school is a large amount of industry and industrial units. As discussed earlier this includes the Coca-Cola Schweppes Factory and distribution plant employing 332 people and will be the official site to supply the London 2012 Olympic Games, the Stephen James BMW Dealership, the David Lloyd Leisure Centre and the Ruxley Manor Garden Centre. There is also one

of the largest Tescos in the UK, London and Quadrant Housing Association offices, a JJ Food Service warehouse, a large Toyota and Lexus dealership, Park Veterinary Hospital, another leisure centre owned by LA Fitness and Bookers Cash and Carry to name but a few.

Hope Community School would give this diverse community back its local school. The School will be pro-active in becoming a centre point for this community and to serve its needs. For instance, the partnership with Stephen James BMW who will also be using part of the proposed school site in [REDACTED] [REDACTED] for training events as well as being involved in supporting the curriculum across all year groups. New Generation Church, The WorX project and the local Lark in the Park community event already serve this area with children's and youth activities with the WorX bus, football cage and weekly youth clubs and events as well as Sparkles parent and toddler groups, a breakfast club for another local Primary School to name but a few of their activities. As already stated elsewhere Sparkles serves well over 200 families in the Cray Meadows Ward as well as Sidcup and Longlands wards.

Over 500 parents and children under 5 attend Sparkles at the Lark in the Park Community event that runs for the first two weeks of the summer holidays and 2012 will be the 16th year it has been running. Lark in the Park attracts over 1500 people a day to a range of community activities such as Sparkles, HQ children's clubs, free60 youth events, the Freedom Zone for those over 60, Inspiration arts and crafts zone and Park Life in the afternoons and numerous events in the evenings such as Dads and kids nights, Ladies night, Family Fun nights, Couples evening, Youth Nights, a Lad's Curry evening, Quiz Nights and a Sidcup's Got Talent evening and Sidcup's X-Factor.

It is planned that whilst the Hope Community School grows, its building's spare capacity will be used to expand this work in the community of New Generation Church, the WorX Project and Lark in the Park. Once at full capacity the building will continue to be used by this and other community organizations, Stephen James and other local business as a hub for the local community outside of school hours, into the evenings. Lark in the Park is expanding its work to include some of its zones and events to run monthly throughout the year as well as including one off events. For example, Sparkles already runs most weekdays, HQ runs weekly on Wednesdays and Sundays, Freedom Zone is planning to go monthly and many of these events will be run at Hope Community Schools as well as at the New Generation Centre in the Sidcup ward.

Therefore many residents of the Cray Meadows ward and the surrounding wards will be coming through the doors of Hope Community School so greatly benefitting community relations and breaking down any barriers between age groups, ethnic groups, community groups, young people's groups etc.

Local School Partnerships

It has already been discussed in other parts of this section that we could accept the offers of support from neighbouring schools such as Birkbeck and Royal Park Primary School over in Albany Park initially but Hope Community School

will also work with the local Catholic Primary School, Peter Chanel to access their parking facilities and sports facilities (please see appendix 1). Hope will also work with Blackfen School for Girls a local secondary school with a Maths and Computing specialism for its provision of IT facilities - hardware and software and to get on-going support with its IT infrastructure across the school as it expands.

D8: How a faith school meets the needs of all children (with a faith or not) and are fully provided for within the education plan.

In Section C and in D1 above it has already been somewhat explained how the Christian ethos of the school will underpin the vision and values of Hope Community School and how this will be worked out through its curriculum, teaching & learning and provision.

Christian perspectives and principles will be brought out naturally and within the context of the planned learning outcomes of the curriculum plan and scheme of works where appropriate. D1 has also largely covered how it will take into account the differing needs of all the students and how we will be welcoming to students from other faiths and none, as well as the percentage of time devoted to RE.

In RE, the curriculum will mainly teach Christianity in the first three school years. Christian values, beliefs and the main core themes of Harvest, Christmas and Easter will be covered in the early years. The beliefs and values of the other world religions will be celebrated and taught in the junior year groups RE lessons and through the daily assembly themes, quote of the day and the reflection time after assembly which will support the students good progress in speaking and listening. To add the heartbeat of Hope Community School will be a school that releases the potential in our students, staff, parents and the community around, whatever their background, Christian, other faith and those of no faith.

The school's curriculum, aspirations for students' achievement, behaviour, well being & attendance and its work in & with the local and wider community, will be underpinned by Christian values and the ethos of the school being:

- **Adventurous**
- **Open**
- **Creative**
- **Excellence**
- **Strong Moral values**

Much of this has been explained in the vision but to expand why they are relevant and will meet the needs of all the students, whether they have a faith or not.

Adventurous

We want to build links with local business and community groups so that students have their horizons broadened. For example by having lessons out in the community on the premises of local business with the teaching and learning planned for that context. Students will also complete a wide range of work experience such as supporting the work of receptionists, working on projects to do with marketing and sales department of the local BMW dealership.

Open

HCS will be open to the local community in a way that keeps the students and staff safe but means that parents and carers and the students' wider families will be able to come into school and experience the teaching and learning for themselves at least once a term. The extra curricula provision after school will include events and programmes where students will be able to work alongside their family members in learning to cook and supporting the development of literacy, numeracy and ICT skills of both adults and students to give just two examples.

The Christian value of hospitality and generosity will be worked out by teaching our students manners, respect and hospitality. This will go hand in hand with the vision of impacting and serving the local community in a way where students will learn to safely put the needs of others above their own and practice hospitality at HCS and out in their community.

God's love for all will underpin the curriculum and its delivery. This is relevant because of the school's ethos that ALL students, whatever their background should succeed in making at least good progress and in achieving the highest levels of attainment their potential suggests.

Creative

The creativity of students will be celebrated and encouraged because Christianity states that we are all made in the image of God. If God is the Creator you only have to look at His Creation to see the incredibly diverse world and universe He has put around us. If we are made in His image then we all have the same ability to be creative, innovative and to think outside of the box. Children are incredibly creative and have great imaginations and in the environment we want to establish at HCS, their creativeness will be able to grow and flourish.

Excellence.

As our vision states HCS will strive for excellence in all it does. Not just in the excellent teachers and support staff we will employ, but making sure there is an ethos in the school that if it's worth doing its worth doing well

Strong moral values. As it states in the vision, respect for each individual, both adult and child alike will be paramount. Children will be taught to relate to each other and staff with respect and good manners. Social skills training will be an integral part of the curriculum. This will be mirrored by the evident respect all staff and adults in school show to each other and to the children.

This is so that we model a social environment and community in our school that our students take home to their families and work out in their communities. This would be relevant and meet the needs of any community our school was a

part of. Having, demonstrating and modelling strong moral values at Hope is something that is not exclusive to the Christian faith and is something that most of our students and their families would see as important and a significant strength both personally and collectively.

Finally, our collective worship in assembly, followed up with debate and discussion straight after will encourage students to think for themselves and support them in finding their own moral compass. In an environment of respect for themselves and others, students will be able to explore their own ideas of right and wrong as well as hear the ideas of others in their class whether child or adult. This will encourage and celebrate diversity and in so doing build tolerance and acceptance of others who may or may not have views, experiences and beliefs which are different from their own.

The prayer space will give students a place to go where those of no faith can go to be still, to think and take time out to discuss personal issues as well as their aspirations for the future with adults and their peers. Those students with a faith or with a faith background can do exactly the same and be able to take time out to pray as well. We feel that these aspects of life at HCS will be unique to the school and greatly appreciated by our children, their parents & carers and staff alike.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	25	0	31	124%	25	0	67	268%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

Summary of responses

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as one of the choices for their child.

Summary of responses

ELIGIBLE AND CHOOSING HOPE COMMUNITY AS FIRST CHOICE

Joining in 2013/14	Joining in 2014/15	Joining in 2015/16	Do you support the ethos and objectives of HCS?	Do you support the opening of a new school in the local area?	Would you select this school as your first choice for your child(ren)?
32	68	37	137	137	137

Exact Questions we asked in our Questionnaire

The survey was available in hard and soft copy. Printed versions of the survey were used when attending local community events, preschools, nurseries and so on and electronic versions were available online through email, Facebook, netmums, and via survey monkey.

Prior to the questions, information was provided to parents/carers regarding the ethos, objectives and educational vision of the school. This text is provided below.

The following is a copy of the questions from the survey.

Name:

Postcode:

Do you support the ethos and objectives of Hope Community Primary School?

Do you support the opening of a new school in the local area?

D.O.B. of 1, 2 or 3 year old:

Would you select this school as your first choice for your child(ren)?

Email address:

Summary of responses

The support survey was completed by 197 parents of children aged 1, 2 and 3 years old. Of these 197 parents, 14 of them were not eligible, i.e. although their child was 3 they would be due to start school in 2012/13. All 14 non-eligible parents supported the ethos and objectives of the school and the opening of a new school in the area. Of the 183 eligible parents, 137 would select the school as first choice for their child. This calculates as a 75% 'yes' rate. Of the remaining 46 parents, 42 were interested

in finding out more about HCS before deciding whether it would be the first choice of primary school for their child and only 4 parents said that they would not consider HCS as the first option for their child.

193 (98%) of parents we surveyed supported the ethos and objectives of the HCPS and everyone supported the opening of a new school in the area.

Some of the 1 year olds who completed the survey are not due to start school until 2015/16. We have included this data as it demonstrates that the level of demand can be projected to continue.

Template of the Survey Form we asked Parents to provide

Surveys were completed in paper and electronic format.

HARD COPY:

Hope Community Primary School Support Survey

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school.

Lark in the Park and New Generation Church are partnering with local businesses and community organisations to set up a Free School in the empty Harenc School building, [REDACTED] [REDACTED]. Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. The Free School structure allows us to deliver education in innovative and creative ways. Our vision is to achieve excellent outcomes for children and the local community. The school will be single form entry primary school starting with a reception class. We anticipate small classes of approximately 25 pupils. The school will have a religious character of Christianity but will be open to people of all faiths and those of no faith. We are a team of local people, passionate about our community who have lived, worked and delivered community projects in the area for many years.

Our mission statement:

A school which is the heartbeat of the community; reaching out to local families to increase children's aspirations, encourage a spirit of adventure and maximise each child's talents and gifting. We will do this through underpinning the Christian values of generosity and hospitality to create community pioneers. Inspiring children to be people who not only value their community but have the ability, tools and desire to transform and enrich it through their own innovative and aspirational visions.

Encouraging children to dream limitlessly, explore confidently and discover expectantly, taking ownership of their futures.

We believe in education for all, allowing each child to enjoy and achieve at school to their full potential whatever that may be. We want every child, no matter their ability, ethnicity or background to strive in their education. We intend to create an encouraging and inclusive environment that extends beyond academics and into the community, creating links with local businesses and offering practical and vocational opportunities as well as traditional pathways. We want to create an exciting and vibrant school that celebrates achievement and diversity. Education should be engaging and we want to inspire children to learn and experience beyond the four walls of a classroom. Our vision is to create a school created by the community, for the community. Children are the future and this community has a very exciting one ahead.

Please register your views, support and/or interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Name	Postcode	Do you support the ethos and objectives of Hope Community Primary School?	Do you support the opening of a new primary school in the local area?	D.O.B. of 1, 2 or 3 year old	Would you select this school as your first choice for your child(ren)?	Email address

ELECTRONIC COPY

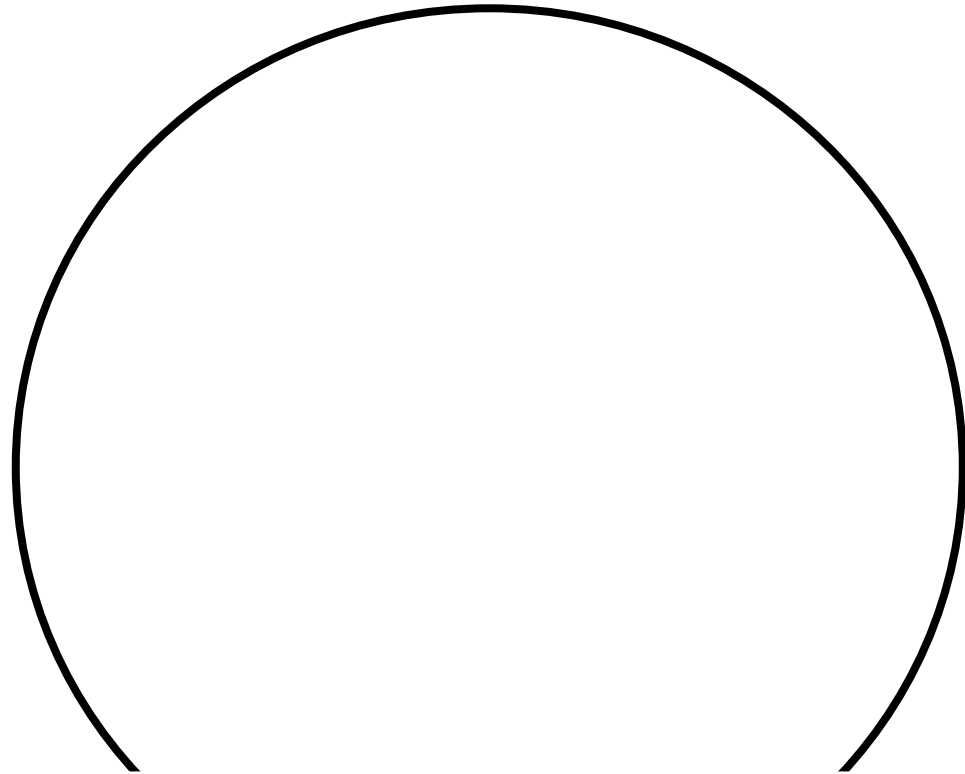
The electronic copy also included this information:

Lark in the Park and New Generation Church are partnering with local businesses and community organisations to set up a Free School in the empty Harenc School building, [REDACTED] [REDACTED]. Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. The Free School structure allows us to deliver education in innovative and creative ways. Our vision is to achieve excellent outcomes for children and the local community. The school will be single form entry primary school starting with a reception class. We anticipate small classes of approximately 25 pupils. The school will have a religious character of Christianity but will be open to people of all faiths and those of no faith. We are a team of local people, passionate about our community who have lived, worked and delivered community projects in the area for many years.

If we are successful in our application the school would open in September 2013 so children who live locally and are currently aged 1, 2 or 3 would be eligible to apply for a place at the school.

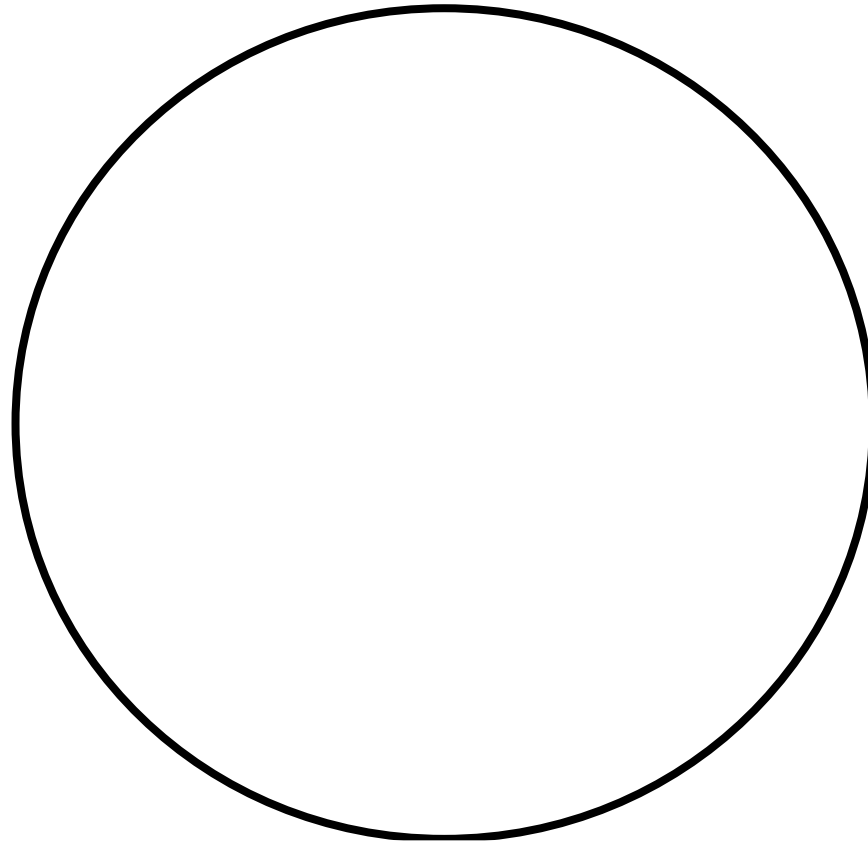
Please register your views, support and/or interest in sending your child to this school by completing the online form using the link below. It will only take a couple of minutes and would really assist us in our campaign. The deadline for the initial application is the 24th February so we would require any responses by that date.

Please note that your responses are confidential but we may be required to share some of this information with the Department of Education as part of our application for a new school.



Map to show the location of eligible families responding to the support survey

Map showing the number of eligible families grouped into areas



Notes:

Red flag: School building Green flags: Eligible parents selecting school as first choice Blue flags: Eligible parents through church membership

The circle indicates a 2 mile radius from the school. The A20 is also the border of Bexley Borough with Bromley borough so although a proportion of the school catchment area falls within Bromley borough parents living here would not be eligible for a place at the school, which is why there are no flags from the South of the A20.

Our Engagement with the community

Our aim

- To encourage residents, partners and other stakeholders to engage with Hope Community School and our application and consultation programme
- As part of the consultation process, to deliver and publicise, by use of several different methods, resources stakeholders can use to inform the Trust on their views.
- To provide parents with the background and contextual information they will need before submitting applications for places for their children in the new school
- Develop and agree a short term communications strategy and branding guidelines for all marketing material
- Agree core messages, including a questions and answers document to support the above strategy

Target community

The target community is all parents of children eligible to start school in 2013 and 2014 in the two mile catchment area for Hope Community School and children whose parents are members of New Generation church, also starting school in 2013 and 2014. The wider community is all residents of Cray Meadows ward specifically but also more generally of the surrounding wards of Sidcup and St Mary's. We also view the community of the school to be partners and other stakeholders both within and outside the two mile catchment area related to education, community activities, enterprise, business, housing and social care.

Tools

The following consultation tools have been/will be used to engage with the community:

(a) Electronic communication with local contacts

Lark in the Park has a database of 1062 parents of preschool children who attended the two week summer event last year. We have used this database, selecting the families living within a 2 mile radius of the school. This provided us with a database of 173 contacts. We set up two email accounts for the school ([REDACTED] and [REDACTED]) and have communicated with this database regarding the Christmas Launch event held on the 19th December 2011. In early January, once the campaign had been launched we sent an email to this database outlining our campaign and requesting parents to complete the e-survey.

(b) Logo and strap line

A school logo and strap line is being developed by a graphic designer and will be used in all publicity and information relating to the communications and consultation process. This will ensure that a 'brand' develops for the school that is recognised by the local community. Once this work has been done we will use this branding on all our external communications.

(c) E-Survey

The School Support Survey was converted into an E-Survey using Survey Monkey website. This was done to allow people to access the survey who may not attend the groups or activities we have attended or who may be at work and so on. It also raised awareness of and support for our campaign. The E-Survey is available at:
[REDACTED]

This was sent out to our eligible Lark in the Park contacts (173) and other local contacts totalling 32.

(d) Open Meetings

Open meetings will be arranged across the three predominant local housing areas, [REDACTED]/Sidcup Hill, North Cray and Footscray during February and March. We recognise the parochial nature of the local community and that people are more likely to attend something when it is provided 'on their doorstep'. We will therefore hold three meetings, one in each of the local community centres to the main housing areas and one in the school building. The meetings will be held at different times of day and different days of the week to create a range of opportunities for local people to engage with the campaign. The open meetings will:

- present the campaign
- present the educational vision, ethos and objectives of the school
- present the timeline for the application process
- show the video which is a tour of the interior and exterior of the school building
- invite feedback and questions from the local community
- invite local parents to become more involved in the campaign
- ask parents of eligible children to complete a support survey
- provide information regarding how to stay in touch with our campaign

(e) Flyers

Every household, within the catchment area, will have access to an information leaflet outlining details of the school and the admissions process. The leaflet will also be used for other aspects of the community engagement programme, such as advertising the open meetings. Leaflets will be made widely available in libraries, leisure/community centres, doctors' surgeries and other public buildings within Sidcup. In the coming months we plan to develop specific leaflets for targeted groups – Parents, Pupils and Staff.

(f) Door knocking and Outreach

During February and March a team of over 20 volunteers will door knock and have a visible presence in the catchment area of the school. This will involve giving out flyers and balloons, wearing clear branded clothing, knocking on doors and raising awareness of the proposal with local residents, inviting them to get involved in the process, leafleting the properties, carrying out survey with eligible families,

(g) Website

A website has been set up for access to all information, online consultation feedback, online admissions applications, recruitment purposes etc. The website can be found at: www.hopecommunityschool.org

Members of the public have been and will continue to be encouraged in all publicity to visit the site and read the information it provides. The website will be updated throughout the communications and consultation period.

(h) Social Media

Hope Community School has created a community support group with social networking opportunities appropriate to the community. We set up a Facebook which has a growing number of supporters. This page provides a link to the support survey, provides information about the ethos, objectives and educational vision of the school, information about local events and contact information. We have also set up a Twitter account for the school (hopecommunityschool) which will be used to communicate updates on our campaign.

(i) Progress updates

Stakeholders will receive copies of progress updates via post or email so that they are informed about the progress of the project.

(j) Press Releases and press coverage

Press releases will be produced at every opportunity to encourage people to consult with the proposer group, to promote consultation events and provide updates against the project. To date we have engaged with Bexley Times and the Newshopper online regarding the Christmas Launch event.

(k) Banners and posters

We have displayed posters in the local housing estates and on the school to advertise the launch of the campaign. We have displayed a banner on the school and are in the process of having banners designed which will be situated in the three main local housing areas. The banners will explain our campaign, advertise the open meetings and provide the website address for further information.

(l) Electronic advertising

We will use various websites to advertise our engagement activities and events, promoting the campaign and invite local people to engage. To date this has included:

Netmums

Churches Together In Sidcup

Bexley council 'What's On'

Newshopper online

London24

The bestof.co.uk

New Generation Church

(m) Newsletters

We will use various community newsletters and printed media to promote the campaign, advertise our engagement activities and events and invite local people to engage. To date this has included the Sidcup Baptist newsletter.

(n) Attendance at local contact points

We have had attendance at a range of local contact points to talk to local people about the campaign, ask parents of eligible children to complete the school support survey and answer any questions. This has included:

Maplin Nursery, North Cray

Haseldene PreSchool, Footscray

Maplin Nursery Christmas Party, North Cray

Sure Start Children's Centre, North Cray

Sparkles Toddler Club

Singing Sparkles Music and Movement Classes

Local postnatal groups

Parents outside Orchard Primary School

Parents outside Birkbeck Primary School

Sidcup Children's Centre Family Day (January 2012)

(o) Word of mouth

We recognise the power of communication available through 'word of mouth'. To this end most of our engagement has been done face to face, on the ground, meeting with the

target and wider community. Members of the team have met with various local organisations, voluntary and community groups regarding our campaign. Specifically we have met with:

- James Brokenshire local MP for Old Bexley and Sidcup
- [REDACTED] [REDACTED] - Bromley/Bexley Archdeacon,
- Leaders of Churches together in Sidcup group
- [REDACTED] [REDACTED] – Neighbourhood Investment Co-ordinator for Bexley of L&Q Housing Trust
- Safer Neighbourhood Police Team in Sidcup
- [REDACTED] [REDACTED] – Locality and Children’s Centre Manager for North Cray Children’s Centre
- [REDACTED] [REDACTED] – Children’s Centre Manager for Sidcup Children’s Centre
- Local health visitors & midwives
- Preschool leaders
- Toddler and baby groups
- Local nurseries
- Held an information stall at the Sidcup Children’s Centre Family Day in January 2012

The idea and vision for the school was explained to each person or group. All people were supportive and in agreement of the planning and proposal for the school. Specifically, the Sidcup Children’s Centre would like to partner with the school by renting a room of the building to run their centre from. A supporting letter from the local Children’s centre manager is included in Appendix 1. L&Q would be interested in supporting the school as many of the pupils are likely to be their residents. Potential areas for partnership include communication to residents, funding, training for residents at the school, partnership with local agencies and supporting the school with activities linked to the community, such as clean up days and gardening projects.

(p) Video

We have created a short video regarding our campaign. It is available to the public at www.hopecommunityschool.org and will be used at our open meetings and other consultation events and activities.

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

Plan to make the school attractive to pupils of different backgrounds and abilities.

Many of the school members and directors part of the management team for Lark in the Park, a two week summer festival, delivered free with the aim of creating community. A range of activities and events are provided for all ages from babies, to youth activities to older people. There is also a programme of family events, training, art and craft areas, and Fun Days. Over 15,000 local people attended this event last year, which was the 15th year of the event. As an organisation we are therefore well known and supported amongst the local community. We have invested over a number of years through many other projects into this community. These activities have included breakfast and afterschool clubs, summer holiday provision, support in nursing homes, clean up days and community action. We therefore feel that we know and understand some of the needs and issues for the local community, and our potential pupils and their families.

We are aware that Bexley does not feature nationally as an area with high levels of poverty. However, it is well recognised that within Bexley there are areas of real poverty that are masked by the overall levels of affluence;

“Bexley’s average income is much lower than the London average and there are still significant concentrations of deprivation along the borough’s borders in Thamesmead East, Colyers and North end and Cray Meadows”. www.londonpovertyprofile.org.uk

According to the Index of Multiple Indexes (IMD) 2007, areas are ranked from 1-5, where 1 is the least deprived fifth of the area and 5 is the most deprived fifth. Cray Meadows ward (which includes Footscray and North Cray) is ranked fourth in the most deprived fifth of areas in England and ranked in the most deprived fifth of the local authority.

Based on the Index of Multiple Deprivation 1998, Cray ward (now Cray Meadows) ranked as:

- the fourth most deprived ward in the borough overall
- the fourth most deprived ward in the borough in terms of income
- the fifth most deprived ward in the borough in terms of employment
- the fourth most deprived ward in the borough in terms of health and disability
- the fifth most deprived ward in the borough in terms of Education, training and skills

We would aim to make our school attractive to local families through all the tools mentioned in section E1. Through our proven track record of engaging with some of the most disadvantaged and deprived residents in Bexley we are confident that we would be offered continued support from these families in this endeavour.

This map shows rank of Indices of Multiple Deprivation 2010. The IMD score combines 38 indicators covering different aspects of deprivation, into a single deprivation score for each small area in England. The map shows that the school location is based in the lowest grouping of IMD ranking, i.e. of the most deprived group in England and the local catchment areas are of this and the second lowest group.

There are three authorised traveller sites in Bexley borough, one of which is located [REDACTED] miles away from the school. Many members and directors of the school have worked directly with members of this community, through Lark in the Park, community events and education projects. We intend to specifically target and engage with this community to attract them to the school. We feel that this community has been excluded and misunderstood by other members of the community and also by statutory and private providers. They experience high levels of prejudice locally and this has a huge impact on their levels of education, health and employment. Education is a highly valued asset within this community but due to behavioural issues, prejudice and cultural issues and many children do not gain adequate schooling. Our experience of working with this community is supported by a document written in 2009 by 'Local Dialogue'. The study was commissioned in response to section 225 of the Housing Act 2004, which requires all local authorities to carry out assessments of the accommodation needs of the Gypsy populations in their local authority areas. The research was carried out with each of the three Bexley traveller sites surveying views on education, health, and other services. Adult residents reported a strong desire to ensure that their children have access to education to guarantee a better future. However, many of the older children have been taken out of school due to problems with other pupils or teachers or both. A number have also been excluded. There are a number of children under ten living on the site, some of whom suffer from behavioural difficulties that require extra attention.

Key themes emerged from the research at each traveller site, these were:

- A desire for the provision of education to ensure that better opportunities are available to their children
- An aspiration to be less excluded from the wider community while at the same time retaining their autonomy and way of life

This information is taken from: *Bexley Gypsy and Travellers Accommodation Needs Assessment*, September 2009.

As yet we have not approached this community to engage them specifically in this project as one of the lessons learnt (and again supported in the 2009 research) was that many members of this community feel that over the years promises have been made to them and are often not fulfilled. We are very keen not to jeopardise the positive relationship we have built up over the years which has been based on trust. As this application is still in its early stages we feel that it would be prudent to delay full engagement until it has been

approved. However, our track record of working with this community means that we are confident that the school would be received positively by many of them.

The area we have targeted for engagement and consultation is Cray Meadows and Sidcup wards. We know that these areas contain significant levels of deprivation and disadvantage. One of the indicators that suggest this is the levels of Free School Meals. The levels of Free School meals (percentage of pupils eligible for FSMs) at the two closest primary schools are:

Orchard Primary School – 36.4%

Royal Park Primary School – 29%

The three broad bands used to group pupils eligible for Free School Meals are Low (under 20%), Medium (20.01%-35%) and High (more than 35%). Orchard Primary School therefore falls into the High category and Royal Park Primary School into the Medium category.

In summary, we recognise that there is real need in this locality in terms of poverty, education, training and employment and we feel we are the best placed organisation to deliver a school that is able to go some way to reversing these statistics because of our proven track record for working in this area and local reputation.

We will continue to use all of the consultation tools listed in section E1 to reach out to the wider community. In addition, should the school be approved, our next steps will be to:

- Develop a full communications strategy for the school looking forward over the next five years, which will include marketing, pupil/staff recruitment, stakeholder relations, advertising, PR and media relations
- Issues Management – New Generation Schools Trust will consider the reputational damage to the project were we to open significantly under capacity and – nearer the time – devise a strategy to manage it
- More work will be done on social networking such as a Twitter Account and Blog
- An appropriate range of literature created to give parents background information required in order to register an interest will be developed over the coming months.

Plans to use the school as a resource for the wider community.

New Generation Church Trust is managing the building prior to the opening of the proposed school, and if the school application is successful, the lease of the building from the Harenc Trust will be on-going. From January 2012 the building is being used as an office and resource base for New Generation Church and is also being used by local community groups. Lark in the Park will be running regular family events throughout the year. New Generation Church has allocated some of the rooms for use by community groups.

58% of parents we surveyed in a pre-application consultation (53 in total) said that there was a need for more toddler clubs/play groups in the Sidcup area. A local pre-school project called Sparkles, which has over 30 volunteers and already has successful groups in the Sidcup area will be running regular, low cost pre-school groups for the local community. Sparkles will also be running parenting courses targeted at local families near the school. The two local Children's Centres, North Cray and Sidcup will also be basing some of their activities in the school building free of charge to them.

The WorX Project, which runs diversionary youth work in the borough and focuses in Sidcup, North Cray and Footscray area will be using the premises regularly on evenings

and weekends to run free events for young people in the area. This will be on going once the school opens.

45% of the parents we surveyed in a pre-application survey (41 in total) said that there is a need for more clubs/groups for primary aged children either before or after school hours in the Sidcup area. New Generation Church runs after school clubs at the New Generation Centre in Sidcup and this will be continued in the school building once the school opens. New Generation Church also runs a breakfast club in Sidcup and once the school is open, they will be providing a breakfast club in the school.

We will be partnering with Stephen James, a local car dealership to run workshops for the community on CV writing and interview techniques and we have other businesses in the area who have expressed an interest in partnering with the school and providing community workshops in the building.

New Generation Church will also hire the premises for children’s parties, training events and to other community groups and we see this continuing out of school hours once the school is open.

Discussions had with the Local Authority

We have been in communication with Jenny Watson, Head of School Organisation and Development, Education and Social Care from the London Borough of Bexley. The information below has been provided by her in January 2012 and she is very willing to provide further data if required.

Data on capacity at local primary schools in Sidcup 2011/12

School	Distance from DA14 5BU – school building (miles)	Places per year group	Current vacancies								Unsuccessful, on time, first choice applications for Reception 2011	
			YR	Y1	Y2	Y3	Y4	Y5	Y6	All	Children living in Cray Meadows/ Sidcup	
St Peter Chanel Catholic Primary	0.1	30				1	2	2				
Orchard Primary	0.4	30				3		1		12	9	

School											
Birkbeck Primary	1.6	60					2	2		52	40
Holy Trinity CE Primary	1.8	60		3		3		4	3		
Royal Park Primary	1.8	30*	3	4		7	7	4	8		
Longlands Primary	2	45			2		2	4		8	4
Chatsworth Infant	2.1	60								18	
Burnt Oak Junior	2.1	62						10			
Hurst Primary	2.2	90		1		2	17	3			
Sherwood Park Primary	2.5	60		18	1	3	12	21			

Notes:

Royal Park's admission number was reduced from 45 to 30 in 2010, but extra Reception places were created in 2011 to meet local demand.



Indicates voluntary aided school

St Peter Chanel and Holy Trinity CE Primary Schools have been included in the data as they cater largely for local children, although first preference data is not available.

Vacancy information is the latest that Bexley LA has, but may not be 100% accurate.

The data shows that:

In 2011 there were no available Reception places at the 10 closest primary schools (extra spaces have been created at Royal Park to create capacity).

55 children from Sidcup and Cray Meadows did not get places at their school of first preference.

90 children applying to the 10 closest primary schools did not get places at their school of first preference.

For Reception 2011, all children living in Sidcup who could not be offered one of their preferences were offered another school in Sidcup, usually Sherwood Park or Royal Park. However these schools are quite difficult to travel to from some parts of Sidcup. Children from North Cray, Footscray and Sidcup Hill have a particular problem if their parents do not drive or have access to vehicles – which many parents in this area do not. Data from the 2001 Census showed that 24% of the population of Cray Meadows did not have access to a van or car. From the centre of this area the walk is 1.8 miles taking main, lit roads or (approximately) 1.2 miles through Cray meadows, which is probably not safe for during dark mornings and evenings or for children walking without parents. By bus the route requires 2 changes or an 18 minute walk and then one bus or one bus journey and then one stop on the train.

Bexley LA does not and cannot place children in out of borough schools – in most cases there are no spare places anyway. Jenny Watson informed us that she was aware of 4 families where siblings are at different schools, but that this is predominantly where

applications for Reception have been made after the closing date or where families have moved in to the area and there has been space at a popular school for one child but not the other.

In general the year groups with the least capacity are Years R and 2, and for Sidcup the North Cray/Sidcup Hill area this is a particular problem.

The LA is planning to expand primary places in Sidcup, but at the moment they have a list of options rather than a plan. Currently, the need is suggesting that Bexley LA will need to provide a further 2 primary schools in the Sidcup area. In September, Bexley LA had a high number of children in Sidcup without Reception places but most have now found places in schools. They have funded an additional teacher at Royal Park so that they could take extra children. Bexley LA recognise that they will need to provide one or two additional classes in September 2012 and are currently in discussions with local Head Teachers before making a decision on where the classes should be.

Jenny Watson is working on the data for school roll projections, but generally the projections show an increase in demand for Reception places in all areas. She feels that they will almost definitely need more classes in Sidcup in future years.

██████████ ██████████, lead proposer, has met with a range of representatives from the Local Authority regarding our campaign. Specifically he has met with:

- Adrian Williams - Deputy Education Director for Bexley Education Authority
- Jane Richardson - Deputy Director of Strategic Planning and Regeneration for the London Borough of Bexley
- ██████████ - ██████████ and ██████████ - ██████████, Sidcup
- ██████████ - ██████████ ██████████, Sidcup
- ██████████ ██████████ - ██████████ and Advisor of Admissions on Bexley Education

██████████ met these representatives separately between the periods of August - January 2012. The idea and vision for the school was explained to each person. All were supportive and in agreement of the planning and proposal for the school.

Please find in Appendix 1, letters of support from the ██████████ respectively. All three letters outline clearly their support for the opening of a new Primary school in the area and the need for more primary school places in Sidcup.

Prior to developing our application we carried out an initial consultation within a 2 mile radius of the school building. We wanted to ensure that our anecdotal views of the need for primary school places could be backed up statistically and also that we would have local support for an application. We spoke to parents at schools, preschools, in the street, nurseries and toddler groups. We surveyed 90 parents of children ranging from 0 - 11. A summary of the findings are as follows.

	Yes	No	Don't know/possibly
Do you think there is a need for more primary school places in the Sidcup	67	11	12

area?			
Would you consider sending your child to a free school?	68	9	13
Would you consider sending your child to a faith school (with the character of Christianity)	60	22	8

The data shows that:

74% of the parents said that they thought there was a need for more primary school places in the Sidcup areas.

75% of parents would consider sending their child to a free school.

67% of parents would consider sending their child to a school with a Christian character.

Comments included:

Do you think there is a need for more primary school places in the Sidcup area?

- Yes, I know a family who didn't get into any of their choices
- Yes, I had trouble
- Yes, I had difficulty finding availability
- Maybe, I know a few families locally who got offered places further away
- Yes, from what I hear
- I would definitely support another school opening up here, I have heard lots of stories of parents who had trouble last year getting a school place
- Yes, definitely, I know two mums who didn't get any of their choices this year

How HCS will attract pupils of others faiths and none

We will attract pupils from other faiths and none by offering an inclusive curriculum, learning environment and culture. We will refer to faith sensitive aspects of our school in our marketing materials, which highlights to parents that our school could be first choice for their child. This information will cover provision for dietary requirements, space for worship, uniform and our curriculum.

We will use the links with are building through local places of worship, SACRE and the multi-faith forum (see later section on engagement) to advertise our school.

As a school, we have investigated dietary requirements of other faiths and spoken to local Bexley catering provider 'Harrisons' who provide the lunches for local schools, and should we buy into their service , as we propose, they always provide non-pork alternatives and will provide for all other dietary needs of all pupils, regarding faith or medical needs.

The school will have a uniform which enables girls to wear both skirts and trousers. If head coverings are worn as part of faith practices these will be allowed in school but must be aligned with school colours. Track suits can be worn for PE, and where covering is necessary for swimming, a suitable option will be agreed with the school and parents.

As is standard for many schools there will be some expectations for hairstyles: not past collar length for boys, no designs engraved into short styles and no inappropriate hair colour or style.

As a School with Christian Foundations there will be no separate worship facilities. All collective worship gatherings will be held in the hall. This will be available as a place to worship for all faiths, should the need arise during the school day.

As a Bexley School we propose to follow the SACRE scheme of work for RE which ensures all faiths are taught and all children have equal participation in, and exposure to the celebrations and teachings of other faiths. The celebrations will be taught through natural exposure to them as they occur naturally at the correct time of year. E.g. Chinese New Year in January.

We will set up a Community Panel in the school to assist us in developing school policies and procedures. This panel will give feedback on how the policies and procedures will impact on various aspects of your school, its pupils and the wider school community. We will ensure that the makeup of this panel is representative of the local community in terms of ethnicity, faith.

Engagement with parents of other faiths and none

	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religions	No religion	Religion not stated
%	75.2	0.3	0.8	0.1	1.8	0.2	0.3	14.6	6.7

There is limited recent data available regarding the religious makeup of the area. The data above has been taken from the 2001 Census as recommended by the Policy and Performance team from London Borough of Bexley. Although there will have been some change to these statistics since 2001 we have used them as a baseline to advise us of the local demographic. Predominately, the community of Cray Meadows and Sidcup define themselves as 'Christian'. There are very low levels of other faiths in the area with the next largest group being those define themselves as having no religion. Because of the very low level of other faith groups in the community our research has been carried out predominantly with the community at large, which we have assumed will represent a full range of different faiths and those with no faith.

There is one mosque in the Sidcup area - the Shah Jalal Education and Cultural Centre. We aim to make contact with the leaders of this community to engage their parents in our campaign and discuss their demand for additional primary school places in the area.

In a 5 mile radius of the school there is no place of worship for the other 4 main faiths represented in the census data.

The nearest Gurdwara is in Dartford, approximately 5.6 miles away.

The nearest Sikh Temple is in Woolwich, approximately 7.4 miles away.

The nearest Hindu Mandir is 7.1 miles away in Plumstead.

There are two Buddhist Vihara's within a 20 mile radius, Thames Buddhist Vihara in Selsdon is 12.2 miles away and London Buddhist Vihara in Chiswick is 20 miles away.

The nearest Jewish Synagogue is 6.2 miles away in Bromley.

The nearest Quaker meeting house is in Petts Wood, 2.4 miles away.

We will inform all of these places of worship of our campaign and discuss with them whether they feel our plans are relevant to their community.

Bexley has a multi-faith forum and we will contact them and request to be able to present to them our campaign and ask for their advice and guidance around our marketing to be

able to fully engage with people of all and no faith.

██████████ ██████████ the lead proposer is a member is Bexley SACRE (Standing Advisory Council on Religious Education). He is part of the 'Christian and Other Faiths' group for SACRE who advise schools on their Religious Education Curriculum ensuring their RE classes are taught correctly. He has been able to discuss with partners at these meetings of our plans and will consult with this group's members regarding whether parents from their worshipping community have experienced difficulty finding local primary schools and how the school can meet their needs.

We are engaging with parents from a range of Christian denominations by communicating closely with leaders of local churches. ██████████ ██████████ is a member of the Churches Together in Sidcup group and Sidcup Church Leaders forum and has chaired both groups in recent years. ██████████ has discussed the proposal to open a Free School at Sidcup Church Leaders Forums and will request to present on the proposal at the next available meeting of Churches Together in Sidcup.

Section F: Capacity and Capability

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Resources, People and Skills

Our team has vast amount of educational expertise including a primary school Head Teacher, a primary deputy head, an assistant head at a large secondary school, and three primary school teachers.

██████████ ██████████ :
██████████ is ██████████

██████████ ██████████
██████████ is ██████████.

██████████ ██████████
██████████ is ██████████.

[REDACTED]

[REDACTED] is [REDACTED]. [REDACTED] has....

[REDACTED]:
[REDACTED] ran [REDACTED].

Operation

- We have the support from local schools who are willing to share or supply resources will aid us should we have staff absent or are in need of recourses.
- St Peter Channel (0.25mls from HCS) has offered the share of their car park to provide parking for parents on drop off and collection of their children especially as our daily running times are different to ours. They have also agreed that their breakfast and afterschool clubs could be shared if necessary.
- **Please see Appendix 1** (support letters from local schools and businesses)

Time Commitments

- The members of our team who work full time for New Generation Church have agreed that they will give whatever time necessary to set up and run the school.
- [REDACTED] [REDACTED] will be working solely for the school one day a week
- All other members with full time work elsewhere have agreed they can commit up to 6 hours per week of their space time for meetings, practical help and as advisors to the Head and staff as need be.

Skills Missing

- Within our team we have a great deal of skill from the education sector and from those working in organisations who have a proven track record of delivering projects with high community engagement and participation. The vision, ethos educational plan for the school can be fully underpinned by the skills on the team.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

Resources , People and Skills

- Our financial plan has been put together by [REDACTED] [REDACTED] who has over 10 years experience as a school business manager

[REDACTED] [REDACTED]: time commitment

[REDACTED] has vast experience in managing school budgets and finance with 10 years plus experience as a School Business Manager and Leadership Group Member at a secondary school with a annual budget of £ 5.5 million and has helped oversee building projects to the value of £3.2 million. Recently retired [REDACTED] has put together the financial plan for the school and remains committed to the project

Her education and Formal Training are as follows

- Diploma of School Business Management
- Professional Qualification
- Institute of Administrative Management (IAM's)
- 10 years plus experience
- Member of the NBA

Member of ACSL

[REDACTED] [REDACTED] is [REDACTED]. [REDACTED] [REDACTED] is [REDACTED].

Currently [REDACTED] [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED] [REDACTED]:
[REDACTED] has [REDACTED].

[REDACTED].

[REDACTED] [REDACTED]:
[REDACTED] ran [REDACTED]

Skills Missing

With the availability of a hugely experienced, recently retired, local school business manager along with the other financial experience of those mentioned above we are in a strong position to manage the school finances. We have three current primary school governors on our team, ([REDACTED] [REDACTED], [REDACTED] [REDACTED] and [REDACTED] [REDACTED]). This means they are all experienced in the financial management issues likely to be faced by Hope Community School

Once the school is open our structure allows us continue to manage the finances of the school

Once again we have identified a number of options for accessing financial services once the school is open.

From before the start of the school our staffing structure includes a secretary with finance who will grow in the understading the financial management of the school as the school grows.

Bexleyheath Academy which is an AET school have in principal agreed that they could manage our payroll with their existing system for a minimal cost should we want this.

ITNmark have also offered the provision of payroll and financial services along with a project manager during implementation who can oversee securing any missing financial skills

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

Other members of our group:

[REDACTED]

[REDACTED] has [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED] is [REDACTED].

[REDACTED] has [REDACTED]:

[REDACTED]

[REDACTED].

[REDACTED] is [REDACTED].

[REDACTED] is the [REDACTED] to the [REDACTED] at [REDACTED]

[REDACTED].

Company details including members

New Generation Church trust has existed for many years with a mandate for bringing good governance to the running of New Generation Church. Within our existing articles we already have named as part of our purpose to provide education.

Should the bid be successful we will add one or two of the bid team to the existing members

The current members of our company are [REDACTED], [REDACTED], [REDACTED] and [REDACTED], should the bid be successful we will add to these members one or two people from the bid team with more specific educational ssome one with additional educational expertise.

The Company is a leader lead trust and the leader of the trust is [REDACTED]. He is not a member of the trust but provides leadership to the organisation the trust represents [REDACTED] is a school governor of the only outstanding primary school, he is the lead proposer for the school bid and leads New Generation Church.

As explained in section F1 we have within our team school governors, a Head Teacher, a deputy Head Teacher, an assistant Head Teacher and a school business manager.

For example the primary school opposite our proposed site has agreed to provide their playing fields for £25 a session for outdoor activities. They have also agreed to provide access to their breakfast club for our pupils and the sharing of their car park for parents dropping off and picking up their children

The David Lloyd leisure centre also opposite our proposed site has agreed to provide free swimming lessons to the school pupils

We have secured a web domain and have enlisted the support of a successful design and marketing company to help us market the school. These services have been provided free of charge at this stage and are budgeted within the financial plan on an ongoing basis should the school be given permission to open.

We are not looking to establish any other schools and therefore have no tensions with regard to balancing time commitments

Other organisations or individuals identified with experience of setting up a school:

We recognise that the creation of a school infrastructure requires a number of skills that would need to be purchased into the team once permission for the school is given and we have begun to explore how we would do that.

We have identified a number of organisations who are willing to partner with us by providing the infrastructure and support for the school within budget whilst at the same time allowing the vision, ethos and governance of the school to be handled by a local team who are more deeply connected to the needs of the local community. Both AET and ITN mark have huge experience in delivering skills and resources to schools and have a proven track record. At the same time we have identified a number of skills and resources within existing supportive local primary schools and local organisations that we are able to access.

AET – Academies Enterprise Trust

We have held meetings with [REDACTED] and [REDACTED], head of the Academies Enterprise Trust to discuss a possible partnership with AET.

Having heard the vision of the school they have offered us a number of options for AET's involvement

Firstly, joining their federation – In this scenario they would provide the operational infrastructure for the school for 4% of the school budget. This would include – support with recruitment, HR, Financial Control, Payroll, safeguarding, recording systems, IT infrastructure and legal policies.

Should we decide not to go into a federation with AET we have agreed with them the option of buying in these services at around 6%-8% of the school budget.

Financially both these scenarios are possible as AET represent extremely good financial value for schools.

ITNmark

We have also met with [REDACTED] [REDACTED] from ITNmark who are a consortium of educational specialists who provide project management and infrastructure support for schools.

ITNmark have a wealth of experience in creating and supporting school infrastructure including IT infrastructure, Financial management, Recruitment, Marketing and much more

[REDACTED] is [REDACTED]. He has been an advisor to the team preparing the bid and should the school be given permission has already identified one possible candidate for project managing the opening of the school within the ITNmark network.

Providing the provision of finances for a project manager are released the support and services of ITNmark are available full time in the build up to opening the school

Local services: On top of the provision of services from AET we are aware that some services are available to us locally

For example catering can be supplied by Royal Park primary School who already deliver school meals to a primary school close to the vicinity of our chosen site.

We have met with the director of the LEA who has also offered to provide their infrastructure services to the school should we choose not to enter into a full partnership with AET.

The LEA has also offered us their learning support services to enable us to make provision for those with additional needs. For example where English is not a pupils first language their first language

Of course all contracts we enter into would be in line with current procurement regulations.

F4: Show how your staffing structure will deliver the planned curriculum.

As you will see from the financial plan we have a clear plan for a phased build up of staff within the school. This phased staff increase is in line with the phased build up of pupils and tries to balance the need to use resources well and deliver outstanding education. The phased build up of staff from start up year to a full school is included in the progressive charts below

Key:










Head Teacher



Management role



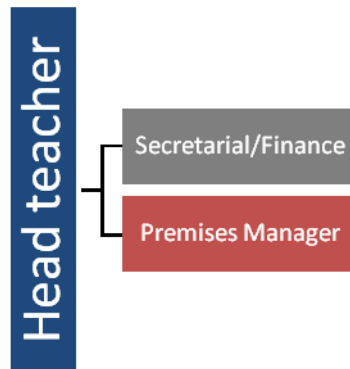
Community role

-  Pupil welfare role
-  Teaching role
-  Teaching/management role
-  Administration role
-  Facilities role
-  Teaching support role
-  Midday supervisor role

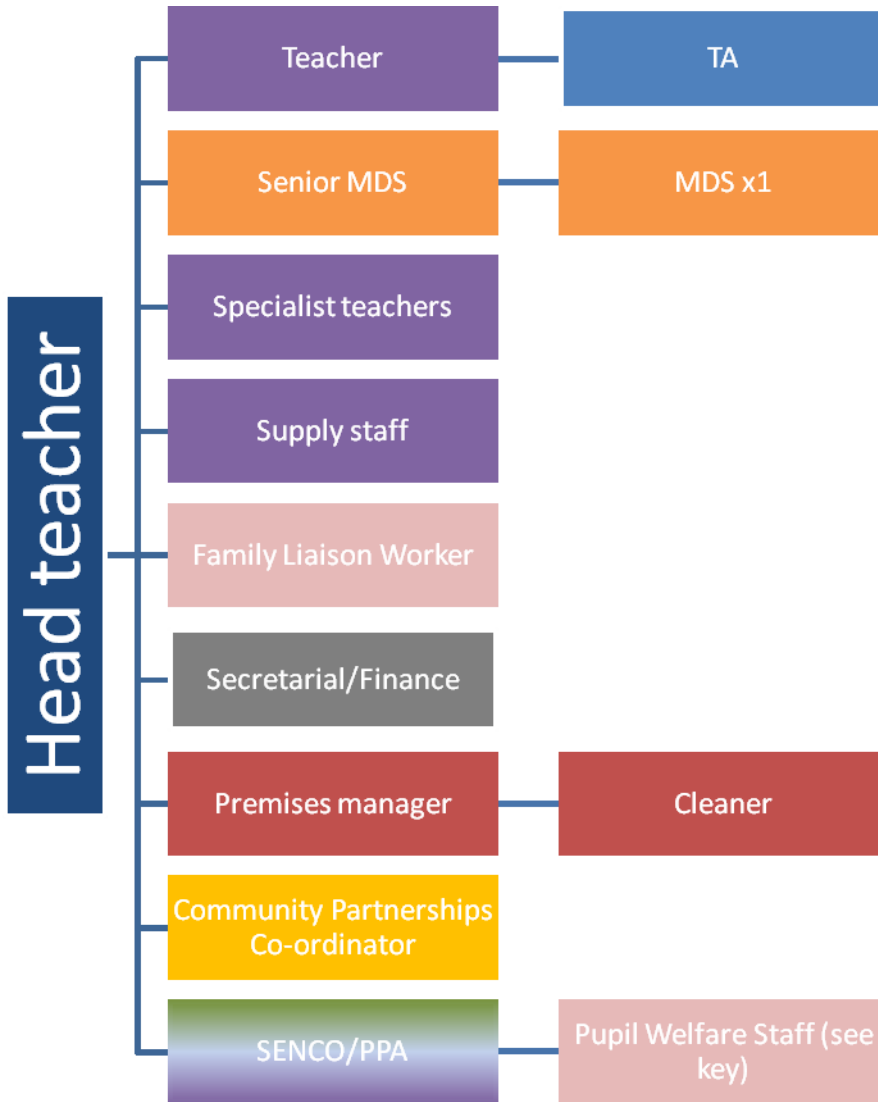
Specialist teachers includes: music teacher, P.E./dance co-ordinator and Modern Foreign Languages (MFL) teacher

Pupil welfare staff members reporting to SENCO will include: Counsellor, EAL support, school nurse, Speech and Language, Traveller Education Liaison,

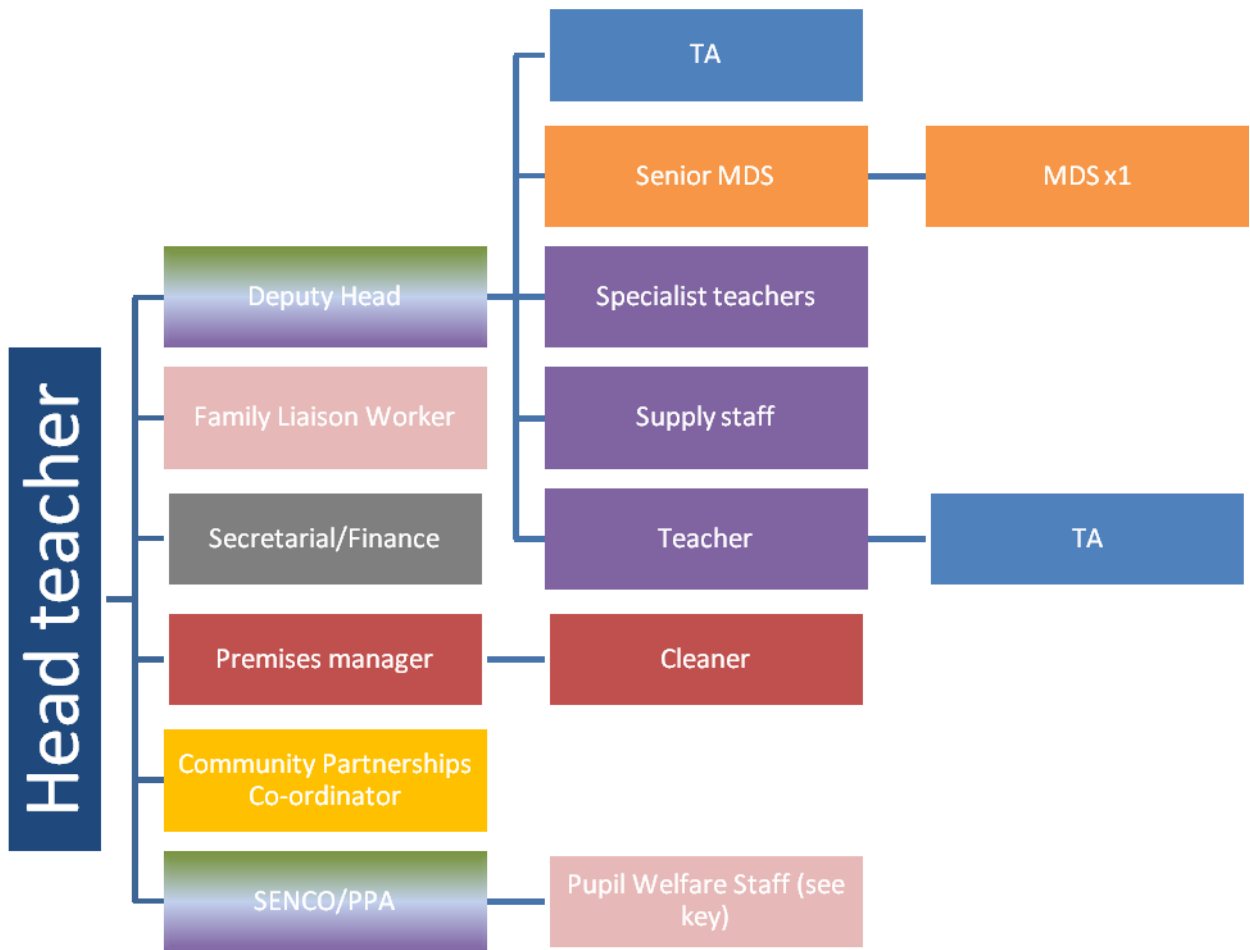
Start-up year

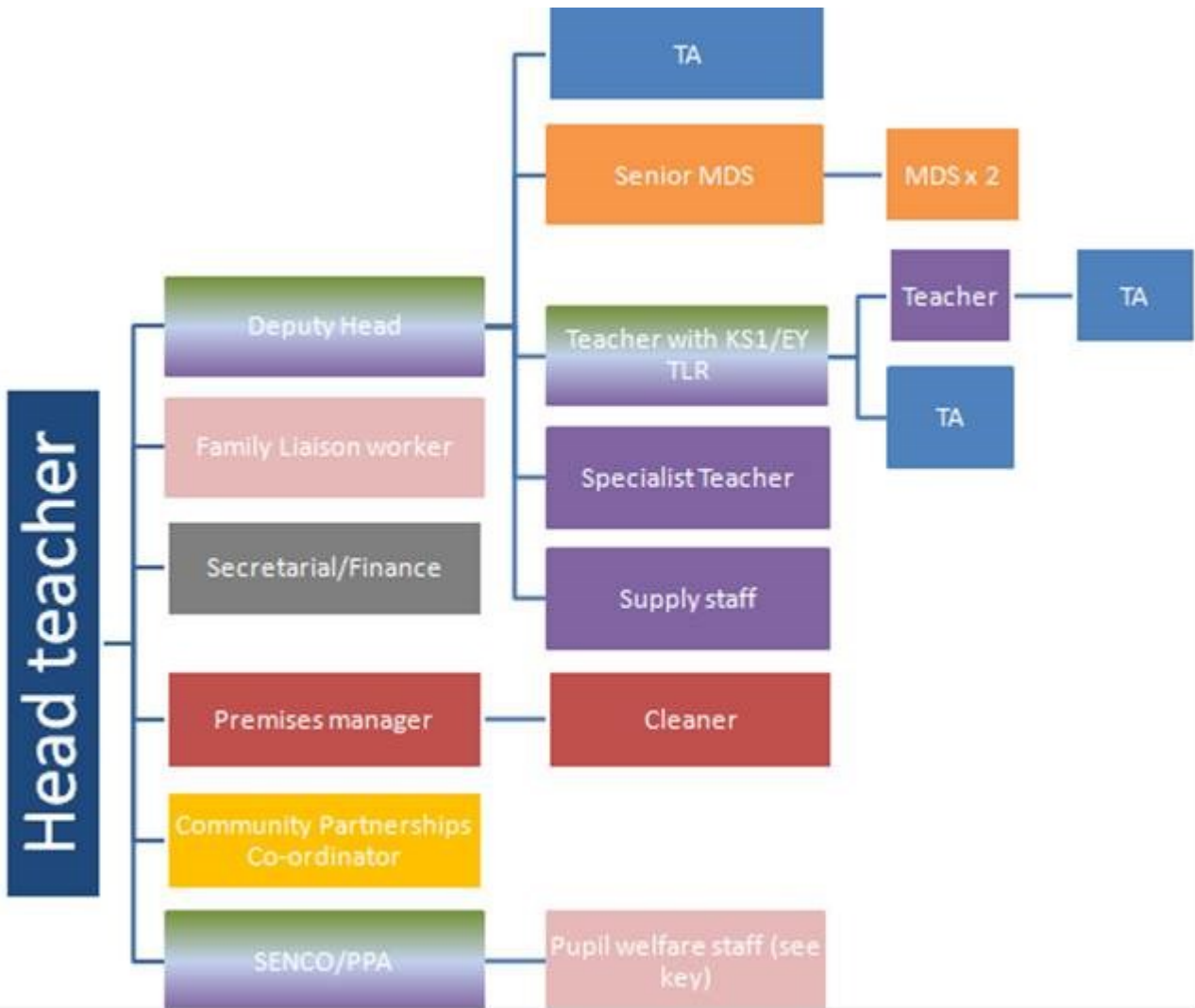


Year 1

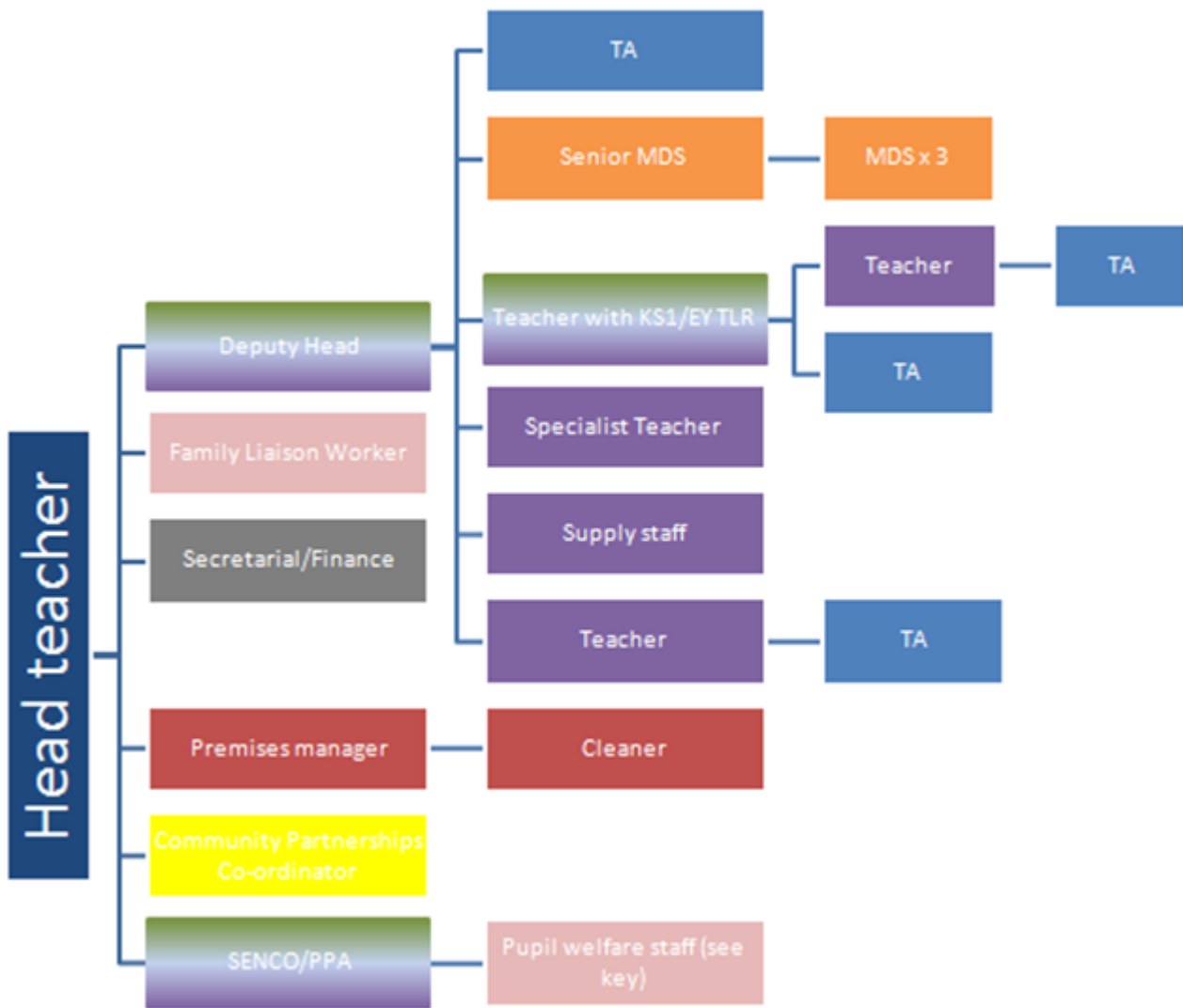


Year 2

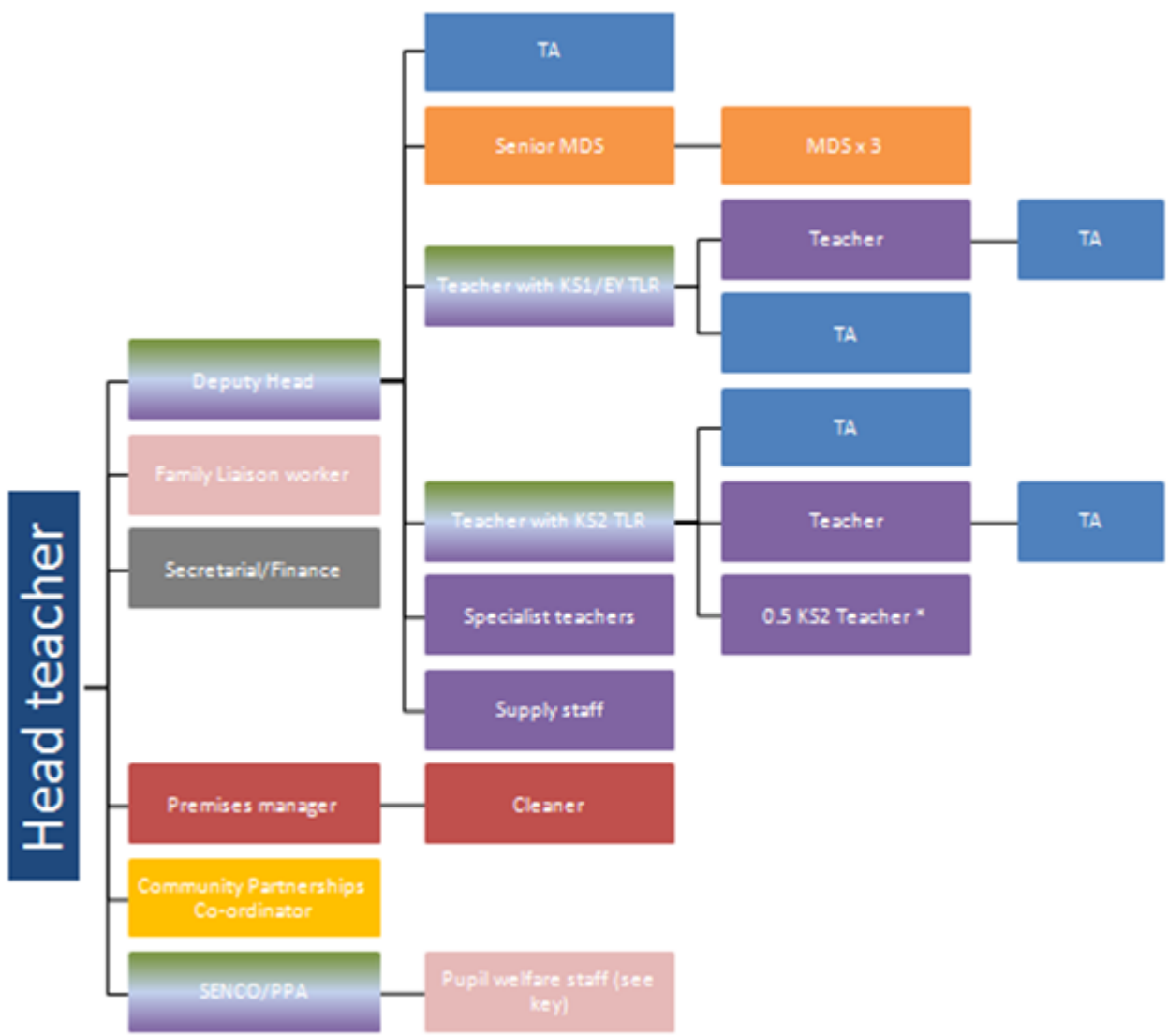


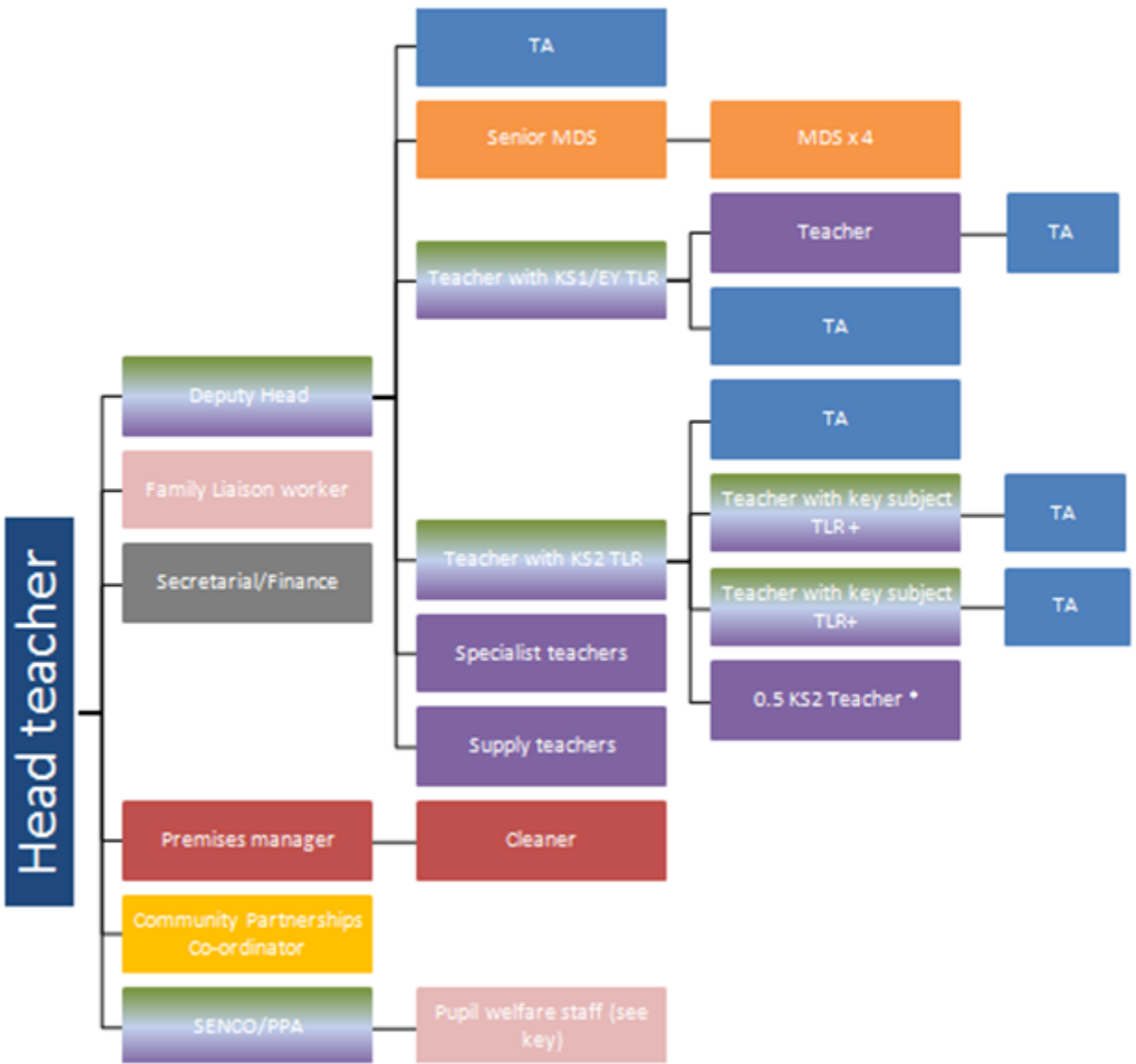


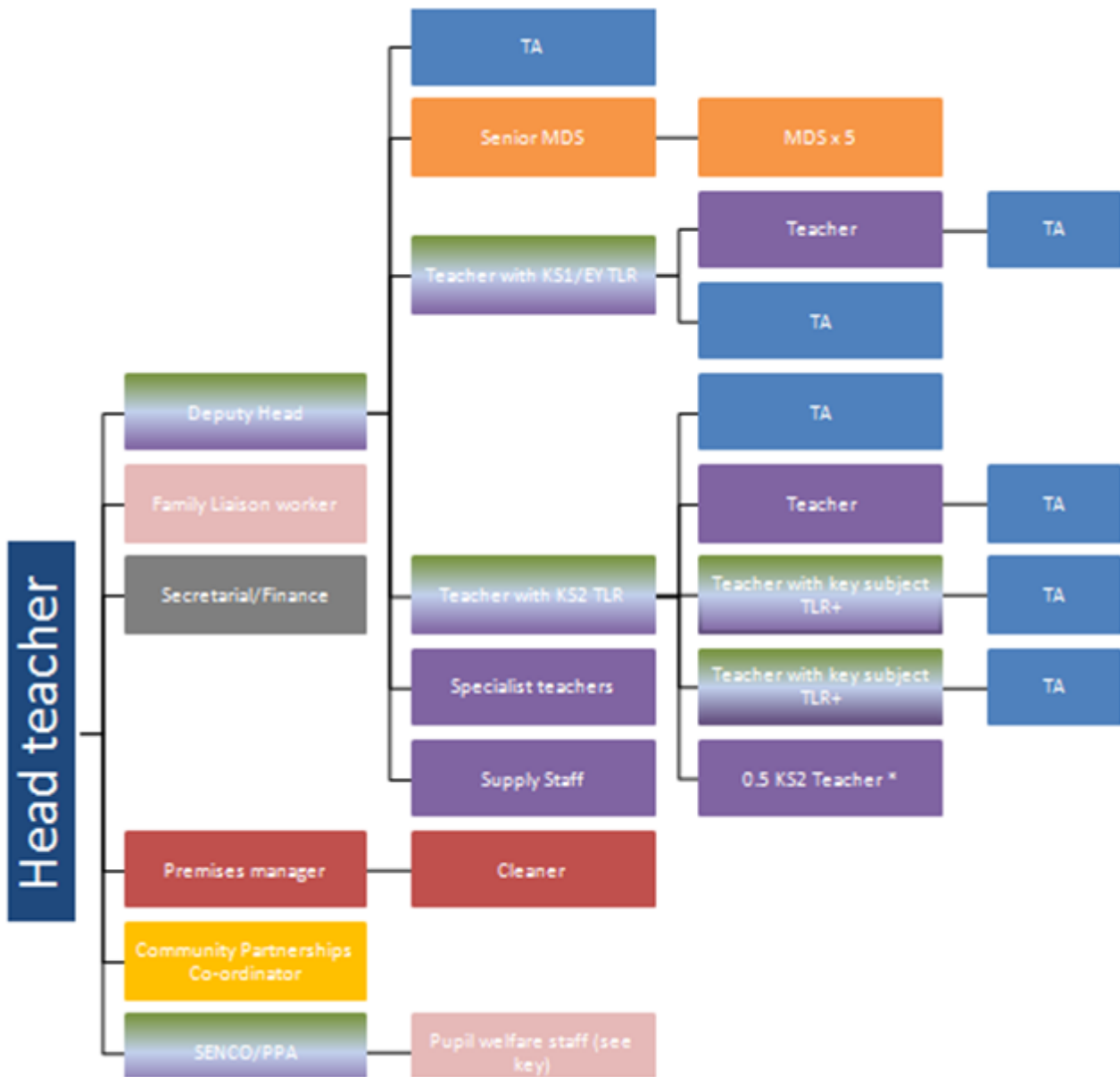
Year 4



Year 5







*Assumption that the DH will teach in KS2 from year 4. This teacher shares TA with DH.

+ Assumption that both teachers with key subject TLR will be working in KS2 (if one was in KS1 they would report to the Teacher with KS1 TLR instead).

Our staffing structure is designed to deliver our educational vision. Predominantly it supports the delivery of the vision by creating a strong, well lead, well-resourced staff team which will be able to create an excellent environment for learning. There are also various specific roles built into the structure, alongside teaching staff, which will help to deliver the educational vision. These are;

The community partnerships co-ordinator: This role has been created to ensure that there are strong partnerships being built, maintained and developed between the school and the local community. They will liaise with our local business partners maintaining a good relationship and creating opportunities for lessons to have practical elements with the input of the businesses where possible. They will also research projects for the community that

link to each theme to help achieve the community outcomes for each. This is key to the vision of the school being the heartbeat of the community, with strong links to the local environment and businesses.

Traveller Education Liaison: There are three authorised traveller sites in Bexley borough, one of which is located [REDACTED] miles away from the school. We intend to specifically engage with this community to attract them to the school. We feel that this community has been excluded and misunderstood by other members of the community and also by statutory and private providers. They experience high levels of prejudice locally and this has a huge impact on their levels of education, health and employment. Education is a highly valued asset within this community but due to behavioural issues, prejudice and cultural issues and many children do not gain adequate schooling. Traveller Education Liaison is therefore key to developing and maintaining the relationship between the Traveller community and the school.

Family Liaison/Education Welfare Officer: This role is key to engaging families into the learning process, particularly for those families facing challenging circumstances or periods. Our understanding of the area suggests that there will be a high level of need for this welfare support. Our ethos of openness will ensure we make provisions to have parents into school learning how to actively support their child's education and learn themselves how to help their children to learn. This role will be enhanced with a Counsellor in the later stages of the school. In addition to these roles, our chaplaincy (a voluntary role) will offer pastoral care and emotional support to parents and children in difficult situations or circumstances, our open door policy and desire to have parents feel part of the school will hopefully encourage them to seek support.

P.E. and dance Co-ordinator: These roles have been introduced to ensure that the school is well resourced to provide a high quality enrichment programme. Classroom teachers with additional interest and skills will be favoured in recruitment to support the extended schools provision. We plan to integrate activities at the start of each day during the registration / assembly period. This may take the form of songs with actions, 10 minute Zumba, Active Kids, games with active participation and so on. We feel it is important for lively activities and exercise to be a part of every day in a child's life to help promote health and wellbeing.

The staffing structure includes roles to deliver the enrichment programme and opportunities to engage in wide experiences because we want each child to feel sure of their own worth. We plan to do this by seeking to celebrate diversity of strengths, whether academic, creative or physical. This supports our vision of an emphasis on the importance of different individual talents needed to make up a community.

Various strategic decisions have been made in the development of the budgets to ensure that as well as delivering the vision of the school, the staffing structure is affordable. The Head Teacher and Deputy Head are on the salary range at the top of Group 2 to Group 3 due to our vision of creating an outstanding school. To do this we require experienced, dynamic, strong leaders. The level of pay also takes into account the fact that the school is situated on the borders of London and will therefore have to compete with a number of other schools locally, many offering attractive employment packages. Introducing the Deputy Head in Year 2 of the school will enable the Head Teacher to develop target strategies to enable all pupils to make the required levels of progress and reach above the national average. KS1 & KS2 coordinators with responsibilities for intervention and Inclusion are vital in a school with the expected intake of pupils.

Roles and responsibilities

Head Teacher- The Head Teacher will lead, manage and successfully run the school to its highest capacity. Their role requires of the Head Teacher to;

- have vision and share that vision with their staff.
- be responsible for the performance of the school and setting targets.
- have control over the schools budget and how to best spend it.
- mentor and coach their staff.
- be up to date on changes to education.
- support behaviour management

A successful Head Teacher builds partnerships both inside and outside of school, i.e. with parents, other schools and outside agencies. The Head Teacher will be focusing on continuous improvement of teaching, learning and pupil achievement. They will be responsible for organising/delegating extra-curricular activities. The Head Teacher will be responsible for child protection, as well as general health and safety. The Head Teacher will be responsible for their whole staff. However the Deputy Head, SENCO, premises manager, Community Partnerships Co-ordinator, Family Liaison Officer/Education Welfare Officer and the secretarial/finance will report to them directly.

Deputy Head- The Deputy Head will work closely with the Head Teacher, collaborating on decisions and supporting the Head Teacher with their vision for the school. The role requires of the Deputy Head to:

- help develop staffs professional development.
- organise any student teachers/work experience pupils.
- support behaviour management.

As with the Head Teacher, their focus is on continuous improvement of teaching, learning and pupil achievement. The Deputy Head will be responsible for the line management and organisation of the Midday supervisors, specialist teachers and the KS managers (when appointed) as well as their own teaching assistant. The deputy head will be not be appointed until year 2. Therefore all staff will report to the Head Teacher in year 1.

Key Stage Manager - Key Stage (KS) managers will be introduced when there is need. During year 1 the class teacher will manage the EYs. In year 2 the deputy head will then be responsible for managing the EYs and year 1. However in year 3 a EYs/KS1 teacher will be appointed KS manager. A KS2 manager will be appointed during year 5 when the need is there. Their role will be to oversee the Key Stage; this will require them to:

- make any necessary decisions.
- To support the Head Teacher and Deputy Head with improving teaching, learning and pupil achievement.
- support their staff and to help them with their CPD.
- work in partnership with the SLT.
- monitor assessments.
- support behaviour management.

The KS manager will be responsible for all staff that work within their KS, teachers, specialist teachers and teaching assistants.

Classroom Teacher – The role requires the classroom teacher to:

- teach the children using interesting and creative ideas.
- engage, excite and teach the children, so that all can achieve.
- understand the importance of safe guarding the children.
- be outstanding.
- have good relationships with other members of staff and parents.
- know what importance parents have to their child's education.
- provide a curriculum that is accessible to all and so the children make excellent

progress.

- have an exciting learning environment.
- create displays that teach pupils and that celebrate their success.
- provide an education that is beyond 4 walls.
- provide interventions where necessary.
- include all pupils and to challenge Gifted and Talented children.
- manage and direct their teaching assistant.
- assess pupils learning and to use it to inform their planning.
- enable active playtimes.
- have good behaviour management.

Each member of staff will take on subject leadership. This will involve planning, allocating budget and monitoring their subject. Each class teacher will be responsible for their teaching assistant and delegating to them. In general, class room teachers will be line managed by their appropriate KS manager but in the early years of the school, in the absence of KS managers, teacher will be line managed by the Deputy Head.

SENCO – Special Educational Needs Co-ordinator. The role requires the SENCO to:

- provide support to teachers.
- build relationships with outside agencies and local schools.
- work alongside teachers to support children with additional need.
- provide provision for children with additional needs.
- be aware of the additional needs of children.
- build relationships with parents.
- continue their professional development.

The SENCO will also be covering PPA time. They will need to be up-to-date with what the class teacher is teaching. They will also take on the responsibilities of a class teacher. The SENCO will be responsible for organising and overseeing the following outside agencies/members of staff:

- *English as an Additional Language (EAL) Support* – to provide support/resources/time to children who have English as an additional language. They may need to plan interventions for these children and liaise with parents.
- *School nurse*- to provide training for teachers/staff. To meet with parents who have concerns about their child's health or wellbeing. To support parents with children who have medical needs. To help with care plans. To support the school when referring children to the paediatrician. To provide guidance to parents and teachers with regards to the child's health and education.
- *Speech and Language*- to assess and treat speech, language and communication problems in children of all ages to enable them to communicate to the best of their ability.
- *Traveller Education Liaison*- To provide support and advice to schools regarding the inclusion of pupils from traveller families. To provide support to families with admissions and attendance. To provide training to staff with supporting traveller families.
- *Counsellor*- to provide help and guidance to children with specific needs. I.e. bereavement, trauma, behavioural issues. To provide a safe environment for children to talk and express themselves.

Teaching assistant- The role requires the Teaching Assistant to:

- support the teacher with planning, assessment and observations.
- help the children with their learning and the teacher with their teaching.
- work with varying abilities and lead groups.
- make observations that will inform teachers planning.
- keep the children safe.
- help the teacher with preparations for lessons and displays.
- administer First Aid.
- enable active playtimes.
- provide some interventions.
- provide support to children.

The teaching assistant will be managed by their own class teacher but will also be overseen by the relevant KS manager.

Specialist teachers - See *classroom teacher*. They will focus on their specialist area. The role requires specialist teachers to:

- plan their lessons and evaluate.
- inform teachers of children's progress.
- provide lessons that are accessible by all.

These will include a music teacher, P.E./dance co-ordinator and Modern Foreign Languages (MFL) teacher. They will be overseen by the Deputy Head but will need to collaborate with the KS managers.

Premises manager- The role requires the premises manager to:

- make sure that the school is clean and safe to work in.
- maintain the premises to a high standard.

The premise manager will also be responsible for the cleaners in the school.

Secretarial/Finance- The role requires the secretary/finance person to:

- monitor attendance.
- complete administrative tasks.
- support the Head Teacher with the budget.
- be the first port of call for parents.
- Liaise with the Head Teacher.
- be ICT literate.
- handle the schools finances.
- deal with admissions, transfers, school meals and First Aid/medical arrangements.
- organise the schools payroll and ordering of stock.

The secretary will work directly with the Head Teacher.

Midday Supervisor – The role requires the Midday Supervisors to:

- look after the children during lunchtimes.
- help provide some structured activities during playtime i.e. games.
- keep the children safe.
- look after children if they are hurt or have had an accident.
- monitor and deal with behaviour.

The Midday Supervisors will be overseen by Senior Midday Supervisor who will report to the Deputy Head.

Family Liaison Worker – The role requires the FL/EWO to:

- monitor attendance.
- monitor children's wellbeing.

- build relationships with and support parents.
- support staff and parents during referrals
- signpost families to other specialist support in the area.
- build relationships with other outside agencies.
- support families and children through difficult times/transitions.

The FLW will report directly to the Head Teacher as their role regards the children's welfare and protection.

Supply Staff – see *classroom teacher*. They would be responsible performing the duties of the classroom teaching in their absence. This could be to provide cover for PPA time, sickness and training. Supply staff would be accountable to the Deputy Head and also the KS manager they are working for.

Community Partnerships Co-ordinator - The role requires the Community Partnerships Co-ordinator to:

- create, strengthen, and maintain the bridge between the school and community.
- facilitate and provide leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighbourhood.
- Liaise with KS managers to support learning in the local environment and businesses.

Senior management team: the senior management team will consist of the Head Teacher, Deputy Head, Community Partnerships Co-ordinator, SENCO and KS managers. The senior management team will be responsible for delegating or passing on information to the members of staff they are responsible for.

Subject leadership TLRs: In year 6 two TLR's will be allocated to two members of staff. These TLRs will be for Literacy and Numeracy. They will be responsible for monitoring planning, assessment and resourcing. This will include helping staff with planning and running staff meetings on their subject. They will moderate assessment and make observations of staff. They will also be expected to network with other schools and keeping up to date with government changes/new initiatives.

F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.

Recruiting the principal Designate for Hope Community School

Person Specification

Our Principal will be:

A person of outstanding character with a proven record of successful and imaginative leadership at Deputy or Head Teacher level.

Able to rally people around a vision with an entrepreneurial approach to providing outstanding education for all. This will be particularly important during the implementation phase of the school when the head will be required to develop the application of our curriculum model.

A great networker of students, families, communities and community organisations, we are

a community school and want a principal who is connected to that value

Media savvy – with an ability to handle the kind of interest that opening a free school may bring

Highly motivated and able to build a culture that raises aspirations and educational standards in both staff and pupils

Experienced in working in areas of high deprivation with experience of successfully engaging hard to reach communities such as traveller communities or those with English as a second language

Someone who fully shares the ethos of Hope Community School including creating a school with Christian values and foundations

Principals' role during the Implementation phase

Establish a positive community presence through effective PR, Marketing strategies before the opening of the school

Work with the Chair of governors and current Governing body to enable the school to meet its statutory responsibilities including the development of policies and procedures for recording and safeguarding children.

Oversee the implementation of the school infrastructure from IT equipment to classroom furniture and fittings

Oversee the recruitment of staff and the development of their job descriptions

Ongoing creative application of the curriculum in line with the schools vision and ethos

Development of community partnerships that help deliver the vision of the school

Recruitment Process for the Head Teacher

The job of Principal for Hope Community School will be nationally advertised through the Times Educational Supplement where details of the Job description, Person Specification and relevant required experience and qualifications will be included. The post is advertised at the high end of the Bexley pay scales for a school of this size because this appointment is key to the immediate success of the school.

Applicants will be sent an application pack for them to read and return outlining their experience, qualifications and references. The pack will contain details of the schools vision, values and ethos, a detailed Job description for both the implementation phase of the role and the role once the school is open. It will also contain details of the interview process

After the closing date an appointed staffing committee will begin the process of long listing the applicants down to 10 applicants, this will be based on experience, qualifications and who best meets the person specification.

The staffing committee will consist of : A Director of the trust, the chair of governors and one other member of the governing body

Candidates will be invited for a school tour and informal conversations with the staffing committee regarding the vision, values and ethos of the school.

The applicants will then be shortlisted to between 4 and 6 candidates who will be formally interviewed over a 2 day interview. The formal interview will be with the staffing committee plus one educational specialist with experience in making educational appointments. They will be independent from Hope Community School and will be invited on to the panel to help provide an impartial assessment of the candidates

Outline of Interview process

Day 1

Interview begins with a meeting with all the candidates for refreshments and an hours meeting with Chair of governors and director in an informal environment to re-iterate the vision, values and ethos of the school and what the panel are looking for in a candidate. This will provide candidates an opportunity to ask questions and the panel an opportunity to make an initial assesment

The day will then be a rotation of a number of specific activiites. These activities will create some challenging scenarios allowing us to assess the skills for the candidates and all of them will be scored.

The activities are as follows

In-tray exercises – Give candidates a series of tasks, (15-20), that a Principal may find in their in tray in the morning. The task would be to rank the tasks in order of priorities – give them 30 minutes to do this and then after 20 minutes give them an extra 5 tasks to be added in. Candidates must give a rational for their decisions

Presentations to the governing committee on a theme - For example, how they will deliver the vision for the school including achieving standards, developing community partnerships, and facilitating the values and faith foundations of the school.

Safeguarding case studies – case studies will be given to candidates who will be asked to comment on how they would respond – we are looking for the experience, knowledge and understanding of dealing with safeguarding children issues.

360 exercise – all the candidates sit in a circle with each one being watched by a member of the governing board. The candidates are then given a discussion document on a relevant educational theme – e.g developing community partnerships within a school. Or running a school in a low deprivation area. Candidates are then observed discussing the document and it's implementation

Student performance and data analysis – Candidates will be given them some student data from a school and asked to analyse and comment on the performance of the school and which areas require strengthening and what strategies they would implement in order to strengthen these areas.

A 30 minute conversation with learning support specialist - focused around developing specific support to raise aspiration, standards and opportunities for children and families from traveller communities

At the end of day one a maximum of 3 candidates will be asked to come back for a formal interview

Day 2

Formal interview with the full governing body and the interview panel from the previous day

The formal interview will consist of 12-15 open questions that will enable an educated decision on the right candidate for the post.

These questions will definitely include an assessment of the candidates understanding of safeguarding children, finance, raising educational standards, demonstrating progress, dealing with challenging staff members, dealing with challenging children, handling media and national focus around free schools. Again each answer will be scored.

Questions will be asked by a nominated person and the role of the rest of the panel is to listen and assess the candidates responses. Interviews will last no longer than 1 hour
Candidates will be contacted within 24 hrs to notify them who has been appointed subject to references and CRB.

Appointments Process for other staff

We are looking for staff across every position who are highly motivated, well qualified and passionate about working in an inclusive faith based community school with an ethos of raising aspiration and creating community pioneers.. All staff will carry the responsibility for carrying the culture of the school and each appointment is significant
Teaching posts would be advertised Nationally in the TES along with local recruitment agencies

Non teaching posts would be advertised regionally and with specialist recruiting organisations

All interviews for staff would follow a similar process as the head although not as intense and only for a maximum of 1 day.

This means all interview processes for any staff would begin with an informal discussion or presentation on the schools vision, values and ethos

All interviews will then include a series of tasks demonstrating skills relevant to the post followed by a formal interview. The Head Teacher and chair of governors plus one other member of the governing body will be involved in all the interviews for teaching staff and the premises manager. Where possible we will seek to observe teachers in a classroom environment to help our decision.

Non teaching roles do not require the chair of governors to be present for interview. Instead the head and one governor or a line manager will be required

Prospective governors already identified

From the existing school governors who are already part of our team we have identified [REDACTED] as a likely candidate for the chair of governors.

[REDACTED] is [REDACTED]. [REDACTED]

We have identified a couple of other people who are excellent prospective candidates for the role of governor. Whilst these people have not been formally asked to be governor they are people who have some important skills and experience that the governing body would need and they are positive about the opening of Hope community school and are willing to play a role in it's success

These people are as follows

[REDACTED] is [REDACTED]

[REDACTED] is [REDACTED]

Process for identifying and appointing other governors

We have a number of governors on the team already who are serving on the board of governors at three different primary schools in the local area. This means we are well placed to understand the demands of the various governor roles and the skillsets required to fulfil them. This will allow us to effectively identify governors with the relevant breadth of skills to oversee the implementation and operation of the school. The roles and responsibilities of the governors is outlined in section F6 more clearly.

We would look to draw in governors from a broad variety of sources including our community connections, people with existing governor experience and the existing school bid team. Once the school is up and running we would also appoint a staff representative to the governing body and at least one parent representative. All governors would have a

strong sympathy to the vision, values, ethos and faith foundations of the school

During the implementation of the school, governors would need to meet more regularly than the statutory 3 times a year in order to stay up to speed with what will be the rapid developments at the school. The chair of governors will oversee this process

All governors will be CRB checked and subject to list 99 checks as will staff

One identified as being suitable to apply to be a school governor the process for appointing governors is different depending on the type of governor you are:

Parent governors will be nominated by other parents who will all then be eligible vote for the election of their governors.

Staff governor representatives are likewise nominated and voted for by colleagues.

Company director governor – appointed by the members of the company

The Head Teacher will be co-opted on to the board of governors

Community governors would be appointed directly by the governing body

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

The Company is Governed by a Board of Directors whose members work together to develop a clear Vision for the new school. They in turn will co-opt a Governing Body who are responsible for holding the school to account by:

- ensuring that the school remains financially viable;
- for setting the annual student performance targets;
- for appointing a Principal Designate;
- for ensuring that all the necessary policies and procedures are in place and up to date;
- for ensuring that the building remains “fit for purpose” in delivering a first class education for all its children;
- for ensuring that the curriculum meets the needs of all the children attending the school;
- for ensuring that standards of teaching, quality of provision and overall performance are met and maintained
- for ensuring that the school adheres to the central moral focus and Vision set by the organisation;
- for acting as a critical friend to the Principal and the teaching staff

The Governing Body will consist of a member of the Board of Directors who will in turn report back to the board of directors. The governing body will also contain a sponsor governor should we enter into a federation such as AET, A parent representative, a staff representative and representatives from local community partnerships and committed external providers from the local community.

The Principal Designate will be a co-opted member of the Governing Body.

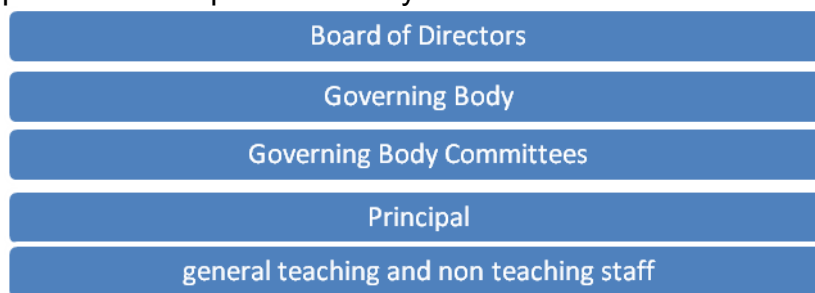
The Governing Body will hold a full Body meeting three times a year in each of the three school terms.

The Governing Body will also have a number of key reporting areas for monitoring school performance each of which will have one governor responsible for it's oversight. It is expected that this governor will draw together sub committee's from the board of governors around this reporting area. These committees will meet on at least two occasions throughout the year. Other ad-hoc Committees may be convened on a needs basis.

Key reporting areas are as follows:

- Student Performance and Review
- Staffing
- Finance and General Purpose
- Staff Pay
- Principals Performance
- Safeguarding Children

The Principal is responsible for the day to day leadership and management of the school and will report to the Full Governing Body as well as the various Committees as directed. Graphical description of the Hope Community School Governance Structure



The broad range from across the community from which our governors will be drawn will help to ensure independent challenge to those with executive functions. To avoid conflicts of interest we will ensure that governors do not sit on committees responsible for making decisions that directly affect them or their immediate family. For example the staff representative sitting on the committee that reports to the governing body on staff pay.

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

To Be Completed, Spread sheets attached

Section H: Premises

Our initial prompt to start Hope Community School came from the discovery of the closure of the former Harenc Boys Private School, [REDACTED], Foots Cray [REDACTED]. Being that most of the group live locally to the site we discovered the closure when it was announced in the local News Shopper circular. Along with the awareness that the local area's primary schools are oversubscribed we felt it would be a great chance to use this building once more as a school and give it back to the community by proposing to use it as mainstream free school.

Harenc school was originally set up in the 1890's by Benjamin Harenc - a local businessman and landowner. The school was a local Church of England village primary school for many years. In the early 1980's the school was closed by the local education authority. The Anglican diocese of Rochester then formed the Harenc Community Trust (HCT) who were granted the freehold of the site in 1983. Soon after, Harenc School was setup as a private fee-paying preparatory boy's school. The school ran into financial difficulties with the onset of the recent recession and went into administration on the 4th April 2011. The building has been unoccupied since then. The lease was surrendered by the administrators back to HCT at the end of August 2011.

[REDACTED] [REDACTED] approached the Harenc Community Trust to enquire about the future plans for the building now that Harenc Boys Private school had gone into administration. [REDACTED] was informed that the trustees had been approached with suggestions to turn the building into flats or offices but they were undecided as of yet which they wanted to go ahead with. [REDACTED] then presented to them the idea of using the building as a community centre, run by the New Generation Church and the Lark in the Park Team, whilst putting together a proposal to start a free school.

The building is situated in the heart of industry being located directly surrounded by a variety of companies, Coca Cola, L&Q Housing Association, Park Vets, David Lloyd Leisure Centre, Tesco 24 Hr store and businesses which whom many of are in support of the free school proposal and are willing to be involved and aid our education plan and enrichment activities. Currently the building is leased to New Generation Church for community work purposes until the free school application has been decided. It has been redecorated which has brought life to an empty building. It is a lively place used for children work, leadership training, youth events.

The building consists of seven classrooms which comfortably accommodate 25 children. There is also a reception area, a computer suite space, teacher's offices, staff rooms, a kitchen area, storage space and toilets suitable for the smallest age group and disabled students. There are two playgrounds, one directly next to the school building, and the other in the 'Dell' which has a short secure walk way access. There is a current existing Hall building which has the space to be used as a dining area, indoor PE lessons, school clubs and enrichment activities. It has fantastic potential to be developed to upgrade and create further teaching areas, offices or more modern facilities.

There is a large one bedroom flat situated in the building, originally used for the Head Teacher or caretaker. This has a large kitchen, separate good sized lounge, bathroom and toilet.

If the building is leased for the school to run on its premises the freehold for the School Building would remain with Harenc Community Trust. Price for the lease would need to

be negotiated with the HCT. There is an option for the building to be purchased if it is beneficial for the property to become HCS, again a purchase price would need to be negotiated with HCT. HCT are in support of leasing the building to New Generation Schools Church should the application to start a free school be accepted. There is also the option for the building to be purchased for the

██████████ ██████████, the closest school to our site is also in support of a free school being run from the building. Discussions have been had regarding the possibility of sharing breakfast and afterschool clubs in the initial years of development and also an off road parking area during drop off and collection periods. (please see support letter from St Peters in appendix 1). This parking will avoid congestion on ██████████ for passing traffic, however as our catchment area is the local area our expectation is for the parents to walk their children to school where appropriate. There are options for staff to park at the rear of the school building using the Church car park, or other off road areas adjacent to the building which are currently not in use, again to avoid congestion in the surrounding lanes.

We feel this site is an ideal location for HCS; the building has previously and recently been used as a school and is directly situated to serve the North Cray and Sidcup communities. It is in the centre of a poorer community and within walking distance of the local traveller sites mentioned in section F. Being a period listed building it has character and is interesting in its design with features such as the recognisable clock tower. We feel the building fits well with our ethos of traditional values as well as adventure and creativity. The location of it fits well with our partnership with local businesses, many of them in walking distance e.g. David Lloyd Leisure Centre and Coca Cola Enterprises.

Appendix 1 (Please see separate file entitled 'New Generation Schools Trust Appendix 1')

Appendix 2

The members of New Generation Schools Trust have collectively been responsible and involved in:

- Preschool clubs
- Mother and toddler clubs,
- Birkbeck Primary school breakfast club,
- Birkbeck Primary school football team coaching,
- Afterschool clubs,
- Youth clubs,
- Youth events,
- Youth mentoring programmes,
- Student support programmes,
- Parent courses,
- Marriage courses,
- Running community centres,
- Youth centres,
- Youth projects,
- Youth exchange programme with Denmark,
- Relief projects in Milawi,
- Supporting slum projects in New Deli India,
- Leadership training,
- Care for the elderly,
- Youth trips,
- Lark in the Park Community festivals for 15 years, running over 2 weeks with multi sited venues serving 1000s of local families, free activities and services.
- Community action teams,
- Youth community action teams,
- Host and partner with safer neighbourhood panels churches together in Sidcup, The works project

Awards achieved for community work includes:

An Investor in People Organisation
Natwest Community Force Winner 2011
Bexley Small Groups Network Award Finalist 2011
London Borough of Bexley Civic Outstanding Achievement Award 2008
Recycling Winner Bexley Council Environmental Award 2008
London Voluntary Service Council Award Winners 2006
London Week of Peace Award Winners 2004

School Business Manager and Leadership Group Member

Education and Formal Training

- Diploma of School Business Management
- Professional Qualification
Institute of Administrative Management (IAM's)

Relevant Technical Experience and Knowledge including Training

- 10 years plus experience
- Member of the NBA
- Member of ACSL
- H&S Certificates Appendix attached
- Courses attended Appendix attached
- Courses planned NEBOSH Sept 2007

Purpose of the Job

- To lead on giving strategic vision and leadership to all aspects of Budget, Finance and Premises and Administrative processes to ensure the smooth running of the school and its interface with the public, parents and governors
- To lead, operate, maintain and develop the financial procedures and systems of the school, in co-operation with the Leadership Group and Governors, ensuring that legal and safety requirements with regard to people and property and function of the school are maintained.
- Undertake the operational lead for all building projects including *Building Schools for the Future* initiative and be responsible for the school site and its buildings, their maintenance, development and effective use.
- To function as a line manager for all support staff
- To be responsible for effective personnel and payroll management, Risk Management and third party service contracts.
- To play a central role in the Leadership Group, advising on matters relating to premises, finance and Health and Safety.
- To play a significant part in appropriate supervision and education of students
- To attend all full Governor Body Meetings and assist the Chair for sub-committee for Finance and General Purposes.
- Ensure that the school is fully prepared to meet OfSTED financial criteria and Financial Management Standards in Schools.

Dimensions

[REDACTED]
Chair and organise:
First Aiders Meetings

Health & Safety Committee Meetings
Support Staff Meetings
Lead Support Staff meetings including training

Direct Line Management

Finance Officers (2)
Site Manager and site staff (4)
Team Leader Office (1)
Midday Supervisors (9)
Departmental Clerical Assistants (3)

The school has 1264 pupils and 165 staff. It is open from 6am to 10pm Monday to Fridays and 9am to 3.30pm Saturdays and occasional Sundays. Outside the normal school day the accommodation is made available to hirers to enable a full range of activities for children and adults.

Line Management Responsibilities

The Business Manager will be responsible for managing premises and all associate staff (but not their interface with the curriculum).

- Motivate and facilitate teamwork and good practice in order to achieve excellent standards of service delivery.
- Managing staff attendance and leave to ensure continuous service throughout the year.
- Oversee support staff career development including appraisal scheme and review training requirements.
- Monitoring the effectiveness of the support staff establishment to meet the needs of the school.

Authority

School Budget

Plan and prepare the annual budget having taken in to account expected income and expenditure taking in to account consultation with senior staff. Previous spend and changes that will affect the next years budget. Lead and advise the Headteacher on staffing spend and if viable in the long term. Ensure that the budget set is viable and will not incur the Governing Body to set or go in to a deficit budget unless the LEA has agreed this.

Devolved capital

Undertake a strategic view of accommodation, roles, change management and

educational developments and plan for new buildings, refurbishment, changes to staff compliment. Present these to the Headteacher as a strategic document detailing funding and expenditure cost. Ensure that there is sufficient Capital Revenue set aside for asset management priorities. Once the strategy has been agreed the post holder will manage the project/projects through to successful conclusion. The post holder will consult as necessary but will have responsibility to ensure staff and students' accommodation and well being are fully met.

Voluntary Fund

Will manage the School Voluntary Fund ensuring all audit recommendations are met and that there is a clearly defined policy on the use of the fund and that it is successfully audited every year.

Service Contracts

The post holder will write the specification and tender documentation for service contracts, and advise the Governing Body on the way forward and the successful contractor. The post holder will obtain legal advice as necessary prior to specification/contracts being issued. At all times will obtain Best Value.

Building Projects LEA

Will be the schools project manager and the face of the client to the LEA and contractor. Will have the authority to agree details and will write the Data Sheets that comprise the contract having consulted with the stakeholders. Will have authority to decide on finishes and equipment and furniture to ensure high quality teaching areas are available to staff and students.

Building and refurbishment projects – school based

Will have the authority to plan and advise on the layout and the design of the accommodation. Will let the contracts/tenders and will ensure completion to a high specification.

Payroll Administration

Will manage the recruitment process ensuring compliance. Will administer the personnel system and will have the authority to ensure payroll payments made to staff are correct each month.

Hardest Part of the Job

The post affects every aspect of the school. It is the management of the finances, premises, security, Health and Safety, payroll and administration that enables the academic, and support staff to carry out their jobs in the appropriate accommodation and a safe environment thereby raising achievement of the pupils.

The post operates at a very strategic level under the guidance of the Headteacher. Once this guidance is given then the Business Manager will manage the project or function through to completion and within the appropriate timeframe. Has the freedom to identify priorities and met deadlines

To deputise for the Headteacher as required in relevant fields of expertise

Principle Accountabilities

Finance

- Analyse trends and forecast budgetary demands in order to facilitate the budget setting process, making recommendations as necessary regarding funds required, sources of funds available and usage of funds.
- Ensure the school has appropriate financial systems and managing all aspects of the school's financial systems (including voluntary funds such as School Fund) in accordance with these agreed policies and timetable; ensuring accurate financial records are maintained, and reporting on a regular basis to the Headteacher and Governors.
- Ensure that financial transactions in the school are carried out in an appropriate manner and that the financial regulations of both the LEA and school are observed.
- Develop strategic financial plans looking at past and future trends and estimated funding.
- Forecast the staffing costs taking in to account all known changes.
- Facilitate the governors understanding of the budget, income and spending by preparing and presenting explanatory report and presenting at governors meetings.
- Manage the monitoring of the school's income and expenditure pro-actively seek ways to reduce unnecessary expenditure and maximise the use of limited resources for the benefit of the school, its pupils, staff and other known and potential users for the facilities.
- Identify procurement opportunities to optimise the finances of the school, therefore obtaining Best Value through Comparison and Competition.
- Ensure that systems are set to identify the fixed assets and their management to ensure the assets of the school are maintained.
- Ensure that systems are set to identify goods held by departments above a certain value and they are updated annually.
- Implement systems of reporting obsolete equipment.
- Manage leasing and other like arrangements in consultation with the relevant office of the LEA.
- Implement Fair Funding at all levels and on all contracts.
- Undertake market research to establish trends.
- Initiate and write bids for funding as required.
- Submit Capital Bids to the LEA, monitoring and controlling expenditure and placing of contracts, appointment and monitoring of contractors.

- Ensure all financial procedures are conducted in accordance with LEA's standing orders and requirements of the auditors.
- To be fully conversant with relevant statutory provisions, processes and procedures; to develop the full range of managerial and professional skills and knowledge required.
- Develop additional revenue for the school through external lettings, sponsorships, grants and voluntary donations.
- Review and develop the structures, procedures and working methods for financial administration to ensure an integrated, effective and efficient approach to the functioning of the department.
- Ensure that working practices and processes are developed that maximise the use of new technology to ensure efficient and effective functioning of the area.
- Manage the Voluntary Fund through setting of secure and efficient systems.
- Manage SIM's FMS module giving guidance to other users.
- Initiate and manage audit procedures as necessary.

Premises

- Be responsible for the overall management and maintenance of the buildings, facilities, grounds, fabric and furnishings of the school, with the Headteacher.
- Lead on compiling, and implementing, a Premises Development Plan including energy conservation measures.
- Monitor that proper maintenance and repair is carried out.
- Monitor the service contracts and be the face of the client for cleaning and catering services.
- Define the formulation and development of strategies for partnership working for the contracts ensuring a high level of cooperation to raise the levels of service.
- Develop and implement partnership initiatives with service contractors to raise teaching and learning standards and to bring forward such initiatives as SNAG (School Nutritional Action Group), SWAG (School Waste Action Group) and other environmental initiatives encouraging and supporting staff to take the initiatives forward.
- Advise on all Health & Safety matters, including measures in the event of emergencies.
- Appraise projects for the development of the school.
- To be responsible to the Headteacher for the security, maintenance, heating, cleaning and other general site services within the premises.
- Establish links with all external agencies, delivering services to the school and to develop all aspects of tendering including Compulsory, Competitive tendering.
- Determine the lettings of the school premises to outside organisations and school staff, the development of all school facilities for out of school use, with particular reference to the local community.
- Identify all purchases of furniture, equipment and fittings.
- To have authority for the delivery of all service contracts for the maintenance of the school site, equipment etc.
- Ensure that the best use is made of premises personnel and their allocation of hours and extra hours claims.
- Monitor the work of on-site contractors and arrange estimates for work.
- Monitor and oversee the quality of work by contractors, site staff and cleaning staff, reporting to the Headteacher and Governors as appropriate.

- Operate the implementation of CIT and other regulations relating to contractors work on the school site.
- Develop bids and negotiate with the LEA on funding for improvement to the school site.

Payroll

- Develop links with the payroll provider to ensure the service given is customer focused.
- Check payroll information is correct each month.
- Issue at the appropriate time the payroll information for staff overtime and absence information to enable implementation in the correct month.
- Forecast the monthly outgoings for payroll provision.

Personnel

- Monitor the HR procedures ensuring compliance and that DfES & LEA guidelines are met.
- Update knowledge through reading/training etc and implement new legislation taking advice from the LEA as necessary.
- Develop the change management roles and delivery of strategies to support the remodelling agenda to meet the timetable set out.
- Review and recommend to the Headteacher and Governors further changes that will meet the evolving requirements of the school community.
- Review and inform the Headteacher of staff progression and cost associated.
- Ensure that staff are recruited using a standard procedure and that they are managed and appraised and training and development needs planned.
- Provide staff training on absence management.
- Support staff when changes occur and identifying process of support.
- Appraise staff line manager.
- Advise managers on development of staff and identify problems and solutions.
- Advise the Headteacher on pay and conditions of service

Administration

- Direct line management of the Office Team Leader including appraisal and review.
- Monitor the provision of administrative services for the school to bring about continuous and effective delivery of service to students, parents and governors.
- Review delegation of work and ensure support for Leadership Team and Year Learning Leaders is given.
- Monitor that medical support for students is given and that support for outside agencies is available.
- Line management for Departmental Clerical Assistants liaising with relevant staff and undertaking development of posts and job descriptions.
- Establish and develop effective working relationships and productive partnerships with all the relevant partners, including those in education, outside agencies, consultants and users of the school site.
- Devise and implement Green Travel Plan.
- Plan and advise on remodelling the workforce and changing roles.

Community

- Establish links with hirers of the school and other organisations.
- Manage the provision of services relating to the facilities provided for all types of community use.
- Develop strategic plans when formulating the site for the community use taking in to account the provisos for 'extended schools'.
- Coordinate the formulation of strategies and initiatives in partnership with other colleagues and agencies to deliver services that meet the needs of the students and parents and wider community within available resources that will promote intervention and inclusion of students.
- Assist the Headteacher and Leadership Team in formulation of strategies to increase the use of the school for the community.
- Devise and oversee the system of lettings in order to maximise income and enhance the school's community profile.

Health & Safety

- Formulate, manage, monitor and review the school's Health and Safety Policy.
- Review as necessary and undertake all Risk Assessment procedures.
- Advise all staff as appropriate.
- Monitor and advise TLL's on their departmental Risk Assessments.
- Plan and organise Health and Safety training for staff to include adequate first aid staff for the school. Ensure staff trained on such things as the use of Epi-Pen and fire/evacuation equipment.
- Organise and Chair the Health & Safety Committee of the school.
- Report on Health & Safety to the Governing Body.
- Manage the Health & Safety incidents at the school.
- Manage any Critical Incident with guidance from the Headteacher ensuring LEA procedures are followed.
- Lead and advise the Headteacher and Leadership Team on matters relating to Health & Safety.
- Manage the regular maintenance of the fire equipment and keeping records ensure regular fire practices are held. In cooperation with the LEA Field Officer

Organisation

Appendix – Organisation Chart and Support Organisation Chart

Major Responsibilities of immediate Line Managed Staff

Finance Officer

Purchasing, financial systems and control, financial security, voluntary fund, banking, reporting to TLL's on departmental budget - Daily contact

Team Leader Office

Management of team of staff providing administrative services throughout the school including admissions procedures, attendance, reception, student services, medical support for pupils - Daily contact

Site Manager

Management of safety and security of the site, staff requests for repairs and minor improvements, ordering, maintenance and storage of materials and equipment, control systems for all stock items, work of site assistants, management of contractors, effective usage heat, light and water and external hirers - Daily contact

Departmental Clerical Assistants

Undertake administrative work for Teaching and Learning Leaders - Weekly informal meetings

Midday Supervisors

Ensure the safety and security of pupils at lunchtimes, ensuring rules of the school are upheld - Daily contact

Additional Information

Undertake planning of one off events such as opening of new facilities ensuring they are fully implemented and run smoothly and effectively.

Facilitate the smooth running of events that occur in the school such as exams and academic events.

Establish an induction programme for all new staff in line with commitment to "Investors in People".

Signed:

Manager _____

Date _____

Post Holder _____

Date _____

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